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ABSTRACT

A report is presented on an outreach project that assisted in the development and implementation of early intervention programs, special education, and related services for children with disabilities (ages birth to five). The Magnolia Circle Outreach Project disseminated and helped replicate a "best practices" model to improve the quality of programs and services in six states. During a 3-year period, technical assistance and training were provided to 138 programs in Alabama, Arkansas, Kentucky, Louisiana, and Mississippi, and support or expanded outreach services were also provided to 76 programs in Tennessee. Assistance provided to community programs, agencies, and local education agencies focused on program self-assessment, regional networks for sharing information and support, local and regional training and technical assistance, and transition of key components to appropriate personnel within agencies. Appended materials include: Outreach activities for each state during 1991-1994, a self-assessment form for evaluating early childhood special education programs; a planning guide to use in conjunction with the self-assessment form; information on outreach presentations and inservice trainings; and evaluation data for outreach activities such as the video library, newsletter, and workshops. (SW)

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Best Practices in Early Childhood Special Education: Multistate Outreach

The Magnolia Circle Outreach Project

FINAL REPORT

Early Education Program for Children with Disabilities
U. S. Department of Education
Project Number: HDO23A10009
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II. ABSTRACT

Magnolia Circle Outreach Project

An Early Education Program for Children with Disabilities Project

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The Magnolia Circle Outreach Project was designed to assist community programs, agencies, and LEAs in Alabama, Arkansas, Kentucky, Louisiana, Mississippi, and Tennessee as they continued the process of developing and implementing appropriate quality programs for children birth to five. The project disseminated and assisted with the replication of a "best practices" model throughout the targeted states. All of the project's efforts were coordinated with lead agencies for Part H, state and local agencies, provider groups, and state and local early childhood professional associations. During its three years of outreach, project staff provided technical assistance and training to 138 programs in Alabama, Arkansas, Kentucky, Louisiana, and Mississippi. Additionally, project staff continued to provide support or expanded outreach services to 76 programs in Tennessee.

The goals, components, and activities of the Magnolia Circle Outreach Project focused on: an individual program self-assessment, regional networks for sharing information and support with a diverse group of professionals and families, local and regional training and technical assistance, and transition of key components to appropriate personnel within agencies.

The Magnolia Circle Outreach Project disseminated, assisted in the implementation, and assisted in the replication of a "best practices" model to improve the quality of early intervention, special education and related services throughout the six states. This was accomplished through a process of assessment of individual program strengths and needs, consultation, inservice training and technical assistance, and development and support of regional Reciprocal Technical Assistance and Training Networks.

The major features of this project were the dissemination, replication, and ongoing validation of the "best practices" model and further validation of the outeach model based on accelerating levels of involvement by individual programs. The levels of involvement provides a systematic means for determining each individual program's level of participation within outreach activities. Evaluation data demonstrated that, by the end of the project, a significant number of programs were involved at the implementation level and reciprocal sharing levels. Data also reflected positive attitudes regarding the quality of services and the effectiveness of the project's outreach assistance. Ongoing support by individuals within each of the six states for the regional Reciprocal Technical Assistance and Training Networks will continue to provide a mechanism for the exchange of "best practices" information and techniques between and among professionals and family members.

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IV. GOALS AND OBJECTIVES OF THE PROJECT

The project was designed to disseminate, assist in the implementation, and assist in the replication of a "best practices" model to improve the quality of early intervention and related services within the five states of Alabama, Arkansas, Kentucky, Louisiana, and Mississippi. The focus of outreach for the sixth state, Tennessee, was on the maintenance of programs as they moved toward "best practices" and the expansion of outreach services to programs that had not previously been served through an EEPCD-funded statewide outreach project (TOT Project, 1988-1991). All efforts were planned collaboratively with the lead agencies for Part H of IDEA, state departments of education, and other key state agencies within the targeted states as well as local agencies mandated to serve young children with disabilities and their families.

The specific objectives of the outreach model were:

1) To train early interventionists to assess the strengths and needs of individual early intervention programs relative to the "best practices" model.

2) To assist programs in establishing or maintaining Reciprocal Technical Assistance and Training Networks.

3) To provide consultation, inservice training, and technical assistance on a regional and statewide basis to stimulate the development and dissemination of "best practices."

4) To "transition" the Reciprocal Technical Assistance and Training Networks to the appropriate state and/or regional agencies prior to the termination of the 36-month funding period to insure long-term program maintenance.

V. CONCEPTUAL FRAMEWORK

The conceptual framework for the project was a direct response to a set of critical early intervention-related challenges that had previously been identified by a wide range of professionals within the target states. Specifically, these challenges pertain to: (a) the increase in the number of children eligible for services, (b) limited time and resources, (c) the shortage of trained personnel, (d) limitations of existing training programs, and (e) need for training, technical assistance, and sharing of "best practices."

A. The Best Practices Model

The "best practices" model is a cumulative outcome of over 25 years of research and development contributed by individuals nationwide and several years of research, program development, dissemination, and replication by staff members of the project and their colleagues at Vanderbilt University. The six components of "best practices" included:

1. Development of a functional curriculum that is both developmentally and age appropriate
2. Implementation of the curriculum through a carefully organized environment

3. Promotion of opportunities for and training of age-appropriate social interaction skills across current and future environments
4. Effective within and between agency use of related support services (e.g., speech, OT)
5. Effective ongoing involvement of families in the planning and delivery of services
6. Coordinated efforts to facilitate transition of children and families as they encounter changes in services over the early childhood period.

The "best practices" model was designed to be a dynamic approach to the critical areas of child and family development. The model has provided a comprehensive, practical framework for service delivery. At the same time, it has been flexible enough to meet the unique and individual needs of children, their families, and their communities. The focus has been on children from birth to age five in all settings -- hospital, home, and preschool center.

The "best practices" model included a self-assessment instrument offering a systematic approach to program evaluation and goal setting. Additionally, "best practices" provided the content basis for all of the outreach activities. Each of the six "best practices" components was supported by competency-based training modules/activities. These modules/activities reflect a synthesis of other proven models as well as current findings of national research and demonstration projects funded through EEPCD.

B. The Outreach Model

The outreach model was initially developed and validated through the Tennessee Outreach Training (TOT) Project (1988-1991), an EEPCD statewide outreach project. It is based upon well-established principles designed to facilitate change in a purposeful, self-regulated style. The "levels of involvement" process provided four routes of access to a variety of outreach activities over the course of the three-year grant period. The "levels of involvement" process also offered a systematic means for tracking program involvement, evaluating program impact, and evaluating the usefulness and quality of the project's resources and activities.

It was conceptualized that individual programs could proceed through the four levels of involvement in various "best practices" components at differing rates. The model could apply to a single program component, several components, or the entire "best practices" model. A given program could be at different levels concurrently for different components. The four levels and the corresponding outreach activities were:

1) Awareness	Receive information about project through mailings, phone calls, conferences, etc.
2) Information Seeking	Request information/consultation on best practices; attend project presentations/workshops
3) Implementation	Receive technical assistance to complete the self-assessment and/or plan for implementation of best practices component(s); network with other early intervention programs

4) Reciprocal Sharing — Share content information on best practices and/or provide technical assistance to other programs; engage as presenters in presentations/workshops.

VI. DESCRIPTION OF MODEL COMPONENTS

The outreach model was implemented over the 42-month funding period based on an accelerating levels of involvement model as described in Section V. The content basis of the outreach efforts, also described in Section V, involved a "best practices" model in which quality indicators of best practice were used to evaluate individual early intervention programs and their practices.

Our initial outreach strategy was to work with any program or agency that expressed an interest in the project. Because the process of change is a reciprocal one that requires voluntary participation, we knew of no other strategy that could be reasonably expected to impact programs. The strategy has resulted in programs working with us within each of the states in order to help us gain further access to programs near them.

The process of providing outreach services was approached on an individual program basis utilizing a "collaborative/dialogue approach" to systems change. Individuals and programs were approached as peers and colleagues engaged in a collaborative process aimed at improving the practice of early intervention. Major outreach activities included:

* establishment of advisory boards within each of the six targeted states
* use of training needs assessment
* provision of inservice training
* materials development/refinement
* follow-up support
* on-site program visits
* consultation and technical assistance
* resource dissemination
* evaluation of project activities

Refer to Appendix A for the composition of the advisory boards and specific outreach activities by state throughout the funding period.

A. Components of the Model

Self-Assessment Process. Awareness activities, establishment of state advisory committees, and orientation workshops were useful mechanisms for disseminating information about the self-assessment process. A significant aspect of providing support for change is helping people validate what they know and extend their skills. The self-assessment process enabled participants to identify strengths and establish priorities for change through systematic consideration of quality indicators for any or all of the six "best practices" components. (A copy of the best practices materials is included in Appendix B.)

Phone consultation via the project's toll-free number was available as a mechanism for providing support to participants in the self-assessment process. The self-assessment process was also used as: (a) a guide to assessing training needs by rural regional ICCs and other regional planning groups; (b) a mechanism for sharing information with other programs within regional networks; (c) a mechanism for gaining concepts to be generalized for use by programs serving other populations/ages; and (d) a tool for communicating program strengths and needs to others.

As priorities were determined via the self-assessment process, individual programs developed action plans. This process involved identifying specific outcomes and exploring optional strategies. The Magnolia Circle Project staff provided support for the development of action plans through phone consultation, meetings with program staff and/or regional planning groups, providing access to the project's resources and resource listings, and linking programs to resources within the local area, region, or state.

Individual program visits were conducted as was feasible. These were flexible and transactional in nature. Their goal was to address the program's self-evaluated needs and strengths, provide information regarding resources and mechanisms for meeting needs, and propose ways for sharing information with others. The "levels of participation" model was used to demonstrate the progressive steps of participation for individual programs.

As the action plans were implemented, the evaluation process continued. The plan was refined and reshaped to accommodate to the ever-changing needs that surfaced for providers and families. Using a variety of media and methods, outreach staff provided the necessary support, both logistical and technical, for programs to both modify their own approaches and to share their own "best practices" with other programs.

The acquisition of new information often led to the identification of additional needs and priorities. For example, representatives from a rural region in west Alabama attended one of the orientation sessions during the beginning months of the Magnolia Circle Project. A short time later, project staff received a request from the regional ICC to provide training on teaming to support the council's efforts toward collaboration. New information gained as a result of the training provided an expanded vision that prompted the regional planning group to request consultation as they worked to refine goals and plan new strategies. Over the course of the past three years, numerous revisions have been made as challenges have been met and other needs have surfaced. As a result of this ongoing process, one of the programs has reorganized center-based services using an activity-based approach. The early intervention system service coordinators, serving 12 rural counties, are using family-centered practices and have improved collaborative efforts.

A variety of mechanisms for follow-up to state, regional, and local training events were developed in order to be responsive to the desires and needs expressed by early intervention staff (Refer to Appendix C for examples). The follow-up activities provided opportunities for workshop participants to integrate ideas presented during the inservice training. The activities ranged from sharing of information received at inservice training sessions to actual implementation and evaluation of strategies to make whatever refinements in the program the

participants found necessary. Follow-up activities also led to increased use of the "best practices" self-assessment tool by programs.

Regional Reciprocal Training and Technical Assistance Networks. Project staff worked with state agency personnel, leaders of professional organizations, regional ICCs, and/or regional planning groups to establish/facilitate networks for reciprocal sharing within the geographic regions of each state. Through discussions and meetings, key players (including family members and staff of community agencies) were identified. In addition to Part H Coordinators and state department of education personnel, a variety of organizations were contacted in order to take advantage of the diverse expertise of the staff. These included:

* community-based early intervention and preschools
* local education agency preschools
* Parent training and information centers
* Head Start and Even Start coordinators
* Family literacy and support programs
* State and regional technical assistance networks
* State personnel development networks

Additionally, as individual programs became involved with the project, some emerged as having personnel who were recognized for leadership abilities, and their programs demonstrated many elements of "best practices." Networks of collegial support were developed and/or facilitated by Magnolia Circle Project staff through regional training events. The role of Magnolia Circle Project staff during regional planning meetings was that of facilitator or enabler. Project staff assisted regional groups with:

* Setting goals using a problem-solving approach
* Identifying resources and resource persons within the region
* Linking resources (e.g., the state coordinator of services to children and youth with deaf-blindness) to provide technical assistance for specific needs
* Developing plans for training or other development activities within the regional locale
* Using evaluation data from workshops to determine future training needs
* Tracking participants' individual plans for using information and skills obtained through training and networking activities (information provided by participants through workshop evaluations, surveys, and interviews).

The Magnolia Circle Project staff's consultation with regional planning groups in the six states resulted in a number of regional workshops that were planned to address the participants' identified needs. For example, the Magnolia Circle Project staff assisted a regional planning group in rural east Tennessee to establish linkages to the Tennessee Outreach Project for Children and Youth with Deaf-Blindness (TREDS). Subsequently, the TREDS project provided a half-day training for approximately 30 participants who came from a 60 mile radius of the region. As a result, the individuals met their goal of learning how to conduct vision and hearing screenings. Additionally, more comprehensive services have resulted from the networking that

occurred (i.e., TREDS is providing technical assistance to programs that had not been aware of this project prior to the training).

Regional Reciprocal Technical Assistance and Training Networks were strengthened by: (a) resources of the Magnolia Circle project (project-developed training guides, adult learning resources, and resources that provide content information); (b) two Southeast regional conferences sponsored by the project (i.e., Rural Service Delivery Conference and Hidden Treasures: Expanding Community Connections); (c) sharing exemplary program practices among participants; and (d) family and professional advocacy efforts.

B. Adoption Sites

Outreach efforts primarily targeted programs providing center-based and/or home-based services for children from identification to age 5. Efforts concentrated on assisting agencies to develop or expand programs in response to P.L. 99-457.

At the completion of the Project, there were 214 individuals/programs involved with the Magnolia Circle project at various levels throughout the six-state area. The breakdown is as follows: Alabama-27, Arkansas-24, Kentucky-41, Louisiana-30, Mississippi-16, and Tennessee-76 (Figure 1). The 76 programs in Tennessee received support from the project through consultation and resource dissemination due to our extensive history in the state already.

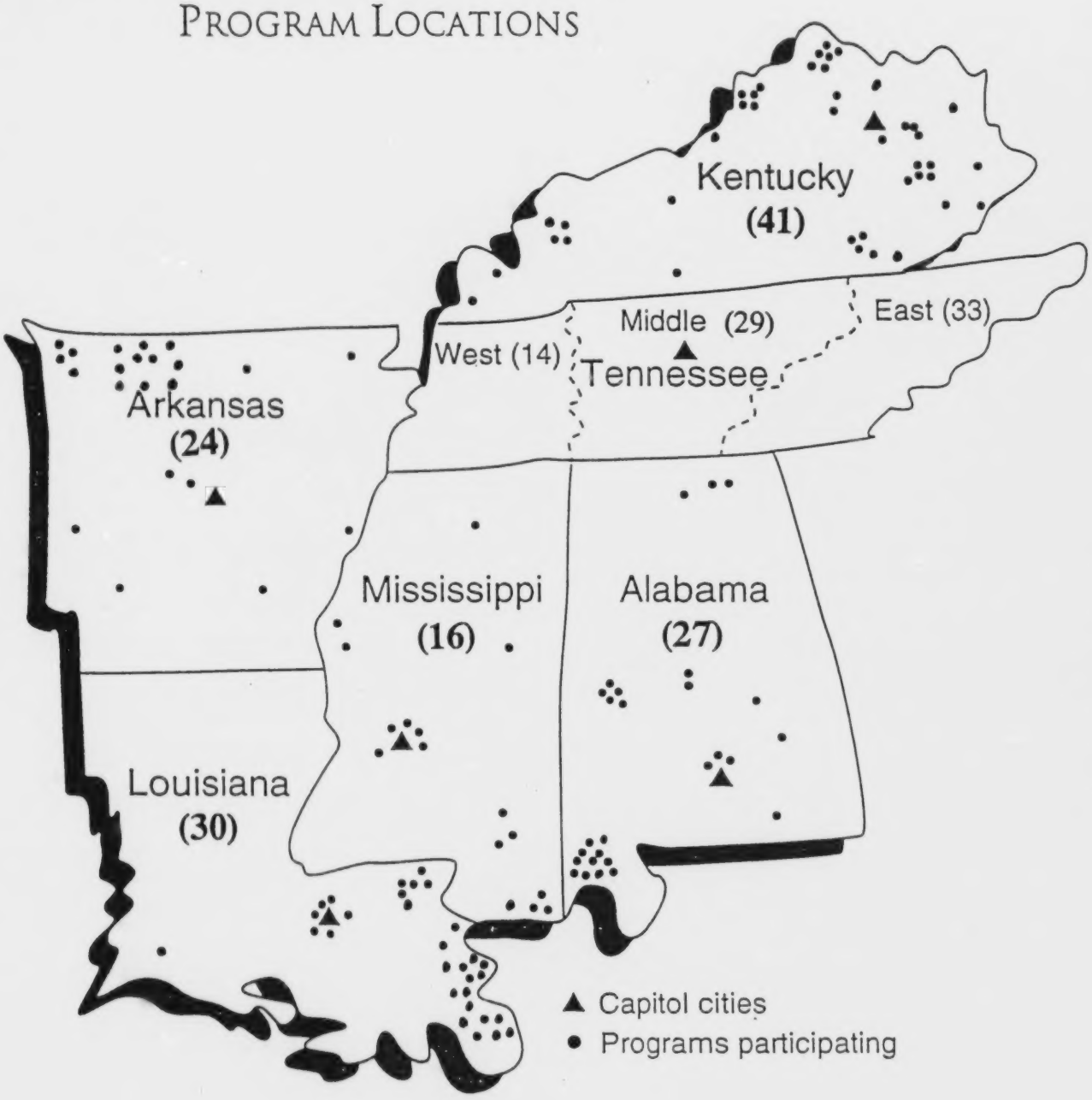
Outreach activities for Alabama, Kentucky, and Tennessee have been conducted through well-organized state and regional mechanisms identified and utilized by the Magnolia Circle Project Staff. Specifically, this includes: (a) local/regional councils and Comprehensive System of Personnel Development efforts in Alabama, (b) collaborative training events and Part H technical assistance services in Kentucky, and (c) statewide organizations, state agency resource committees, collaborative training events, and Part H district offices in Tennessee. Over the past three years, efforts of personnel within the states of Arkansas, Louisiana, and Mississippi have been heavily focused on developing and organizing the infrastructure for interagency collaboration and service delivery. Brief descriptions of early intervention and preschool efforts in each of the target states along project activities is summarized below.

Alabama. The Alabama Department of Education, Division of Rehabilitation Services, is the Lead Agency for Part H of P.L. 99-457. There has been a strong focus on strengthening collaborative efforts among state and private agencies. Family advocacy groups have had high visibility in policy development. The lead agency and ICC have been committed to providing family-centered services. Eleven regional councils have been established to coordinate Part H planning activities. Personnel from Alabama's Part H program encouraged all local councils to take advantage of the resources of the Magnolia Outreach Project. Training has been provided by Alabama's Comprehensive System of Personnel Development (CSPD) through a contract with the University of Alabama, Civitan International Research (Spark's) Center. These efforts have been supplemented by the Magnolia Circle Project in 5 of the 11 Part H regions. Preschool services for 3-5 year-olds have expanded. The Department of Education has received assistance for development of an integrated child care model from another EEPCD project, Training for

Figure 1

Magnolia Circle Outreach Project

Program Locations



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Inclusion. The Magnolia Circle Project has supported this effort by providing training for child care personnel within two regional councils. Additionally, preschool personnel have participated in training provided through regional workshops in each of the five regions that have received training and technical assistance from our project. Project staff have also conducted a training session at the State Conference on Social Work.

Arkansas. The lead agency for Part H is the Department of Human Services, Developmental Disabilities Services. The system has experienced a number of changes in leadership, personnel, and management of the system. New personnel have replaced many of the originally trained service coordinators. Services remain very limited in some areas; other areas have services provided at day treatment centers operated by DHS. Because of the rural nature of Arkansas, preschool educational services have been provided through 16 education service cooperatives. These cooperatives coordinated services for 3-5 year-olds in a variety of settings. Included are home-based services, center-based classrooms, Head Start, and child care settings. Magnolia Outreach Project staff have provided training through three of the educational cooperatives (Northwest, North Central, an Ozarks Unlimited) as well as through state conferences (i.e., the state special education conference "Special Show" and the Division for Early Childhood Subdivision).

Kentucky. The two lead agencies for implementation of P.L. 99-457 are the Kentucky Department of Education (3-5 year olds) and the Cabinet for Human Resources (Birth to 3-year olds). Kentucky has been in the midst of education reform and has moved toward full implementation of the Part H program. This has resulted in the development of new programs and the expansion of existing ones. Kentucky has five Regional Training Centers funded through the Department of Education to provide training, consultation, and technical assistance to programs for preschool children ages 3-5. Additionally, eight technical assistance teams for the Kentucky Early Intervention System, consisting of a parent and a professional, have recently been established. The Magnolia Circle Project has coordinated efforts with the many and varied training opportunities in Kentucky. This has resulted in presentations at four of the five Kentucky Collaborative Training Conferences on various components of "best practices." Project staff have transitioned Magnolia training materials/modules through intensive, regionalized, interagency, interdisciplinary in three sites in eastern Kentucky and one site in western Kentucky. (Two of these workshops were of the "train-the-trainer" format).

Louisiana. The Louisiana Department of Education is the lead agency for the coordination of services for both the infant/toddler and preschool age groups. Some early intervention programs have been provided through the Arcs in Shreveport, Monroe, and Alexandria. The School for the Deaf administers the Parent-Pupil Education Program (services for infants, toddlers, and preschool children with hearing disabilities) employing a coordinator in Baton Rouge and six regional parent educators. Services for children ages 3-5 have generally been provided by local education agencies in noncategorical preschool programs. The state Department of Education funds eight regional training and technical assistance preschool coordinators throughout the state. Magnolia Circle Project staff have provided training to regional preschool and early intervention coordinators, regional staff of the Louisiana School for the Deaf Parent-Pupil Program, and with staff of Project FOCUS at Southeastern Louisiana University.

Mississippi. The Mississippi Department of Health is the lead agency for Part H services. Over the past few years, the emphasis has been on developing an infrastructure for services through the creation of central points of contact in each of the nine public health districts across the state. After a year hiatus, Mississippi submitted an application to again participate in the Federal Part H program. The majority of early intervention programs remain on the grounds of state institutions, and the services are generally not family focused. The Mississippi Department of Education is the lead agency for Part B services. The mandate to provide services for children with disabilities ages 3-5 years was passed in 1991. A number of school districts serve children aged 3-5 years, sometimes in coordination with Head Start programs. Outreach support has focused on collaborative training activities with Project COACH (an EEPCD-funded single state outreach project) and the state Subdivision for Early Childhood, as well as providing outreach support to those in rural areas of the state. During the 1993-94 year, the State Department of Education incorporated the project's transdisciplinary teaming training activity into the state training module on inclusion.

Tennessee. The Tennessee Department of Education is the lead agency for implementing the state's early intervention services for infants and toddlers and also has responsibility for services for children with disabilities ages 3-5 years. At present an array of services are provided through the four state agencies and Head Start/Even Start programs. State, regional, and local agencies and service providers have continued to indicate the need for training to keep abreast of current developments in the evolving field of early intervention. Tennessee continues to move toward expansion of comprehensive, family-focused early intervention services across the 9 developmental districts of the state. Outreach efforts have supported this expansion through resource dissemination, assistance to regional networks, and service to previously unserved individuals.

C. Dissemination Activities

Initial dissemination activities were designed to inform the numerous urban and rural agencies, hospitals, preschool programs, and school districts within the six-state region about the nature and scope of the project. With the onset of funding, a project brochure was developed in conjunction with the Kennedy Center Communication Services Office at Peabody College of Vanderbilt University. The brochure detailed the goals and objectives of the project and was distributed to all those on the mailing list. The mailing list was compiled with input from key people in the various state agencies and early intervention/preschool networks throughout the six states. As of August 1994, there were 2,301 persons from the six states on the mailing list (Alabama-531, Arkansas-193, Kentucky-784, Louisiana-84, Mississippi-138, and Tennessee-570).

A quarterly newsletter that described outreach activities and accomplishments was published (Appendix D). The newsletter, which also identified workshops and materials available through the project, was disseminated within the six states to those on the project mailing list.

A slide show and poster depicting the project goals, strategies, and activities was developed in the first quarter of Year 1. These were utilized during the state advisory board meetings and as part of presentations through the three years of the project.

Additional presentations on the outreach model, approach, and initial evaluation data were made at the:

* Alabama Early Intervention Conference
* Arkansas Special Show
* Kentucky Infant-Toddler Conference
* Louisiana Interagency Coordinating Council Personnel Preparation Subcommittee
* Mississippi Early Childhood Networking Conference
* Tennessee Collaborative Conference on Young Children with Special Needs and Their Families
* Partnerships for Progress Meeting
* International Division for Early Childhood of the Council for Exceptional Children

The Kennedy Center Communications Services Office also disseminated information about the Magnolia Circle Outreach Project through distribution of project brochures, periodic project status reports, and newsletter announcements of important project related activities and programs concerned with persons with disabilities on the local, regional, and national level.

D. Training/Incorporation Activities

Training and incorporation activities throughout the three-year period involved on-site consultation and training of program staff; follow-up calls, mailings, and additional visits (as feasible); and follow-up through personal contact at meetings, conferences, workshops, etc. attended by early intervention program staff and families.

As the project became established as a source of information regarding best practices and as the outreach model was replicated, Magnolia Circle Outreach Project staff engaged in presentations at the local, state, and national level. During the three-year period, a total of 96 presentations were made to a total of 2,252 persons (see Appendix C). Many of these presentations were co-sponsored with various agencies/groups. Additionally, family members and local program staff were involved as presenters and/or co-presenters with project staff approximately 20% of the time. Topics centered about the best practices components. The majority of presentations were made on aspects of family involvement and curriculum programming.

A range of activities were developed to follow-up training opportunities for participants. Some of these activities included the following: being added to the project mailing list; borrowing the Best Practices book; sharing project materials with staff/administration/families; requesting additional resources (books, videos, etc.) from the project; and meeting with project staff to plan extensions of the training (either on a regional or program level). These are detailed in Appendix C. During the 40 presentations in which follow-up activities were offered, 475 persons (from

a total of 1,034) chose to participate. The 475 persons represented 248 programs and included 21 family members.

The project, in collaboration with NEC*TAS, sponsored two Southeastern Regional Conferences: the Rural Service Delivery Conference in September 1993 and Hidden Treasures: Expanding Community Connections in September 1994. These conferences were in direct response to expressed needs by service providers and families to network with each other in order to discuss issues related to service delivery and limited resources. Thirty-seven persons from five states attended the Rural Service Delivery Conference, and forty persons from four states attended the Hidden Treasures Conference.

VII. METHODOLOGICAL AND LOGISTICAL PROBLEMS

As the Magnolia Circle Outreach Project staff replicated the outreach model throughout the targeted states, we modified some of the methods described in the original application. These deviations, made by the Principal Investigator and project staff, were determined to be more appropraite to the intent of project goals and objectives. Furthermore, the revisions reflected a responsiveness both to the needs of individual programs and to activities within each of the states.

Original Planned Activity	Change(s) Made/Resolution
Develop self-assessment video	As the project began, staff initiated the process of developing a video demonstrating the use of the self-assessment instrument that could be loaned to project participants. As the project was implemented, however, it became apparent that the orientation workshops that were organized in each of the states afforded better opportunities to explore, face-to-face, the possibilities for use of the self-assessment. Additionally, project staff were better able to answer specific questions within the context of a given situation.
Complete "best practices" self-assessment: 20% of programs 40% of programs 75% of programs	Many programs received and/or borrowed copies of the Best Practices book as part of training and technical assistance activities. Staff of these programs often utilized the self-assessment independently and then contacted the project for specific technical assistance. The independent use of the self-

	assessment was viewed as a measure of project success. Data regarding use of the self-assessment are incorporated within the levels of involvement data -- particularly at the information seeking and implementation levels.
Transition of networks to regional and state level management	Many of the networks that were utilized were already established as part of a given state's organization. As a result, these were already grounded in state and regional control. Therefore, project staff provided support to strengthen and reinforce these networks. In addition, project staff helped to expand the composition of these regional networks through involvement of other program personnel not traditionally represented in regional efforts in many areas (e.g., Even Start, therapeutic programs).

VIII. EVALUATION FINDINGS

The project's evaluation design included a variety of performance standards and processes for generating information on an ongoing basis. That information was used by project staff in a number of ways -- particularly, for evaluating performance and the effectiveness of outreach activities. When negative discrepancies were identified, project staff resolved those discrepancies by redesigning and/or refining those services/activities. The evaluation plan included numerous sources for obtaining information. The sources reported in this section include: (a) "levels of involvement" data, (b) administrative/staff questionnaires/interviews, and (c) data relative to specific outreach activities (e.g., workshop data, newsletter submissions, etc.).

A. Levels of Involvement Data

As discussed earlier in this report, a total of 214 early intervention programs were involved with the Magnolia Circle Outreach Project; 76 of those programs were in Tennessee and received support for maintenance from the present project. Programs in Alabama, Arkansas, Kentucky, Louisiana, and Mississippi were involved with the project at varying levels -- from awareness to information seeking to implementation of best practices to reciprocal sharing. A copy of the Program Profile Form which was used to document the four levels is included in Appendix E.

A particular strength of the "levels of involvement" model is that it allows the effectiveness of our outreach efforts to be determined through formative and summative evaluation procedures. Figure 2 represents a comparison of the programs involved with the project during Year 1 (65 programs), Year 2 (104 programs), and Year 3 (138 programs). The movement from awareness

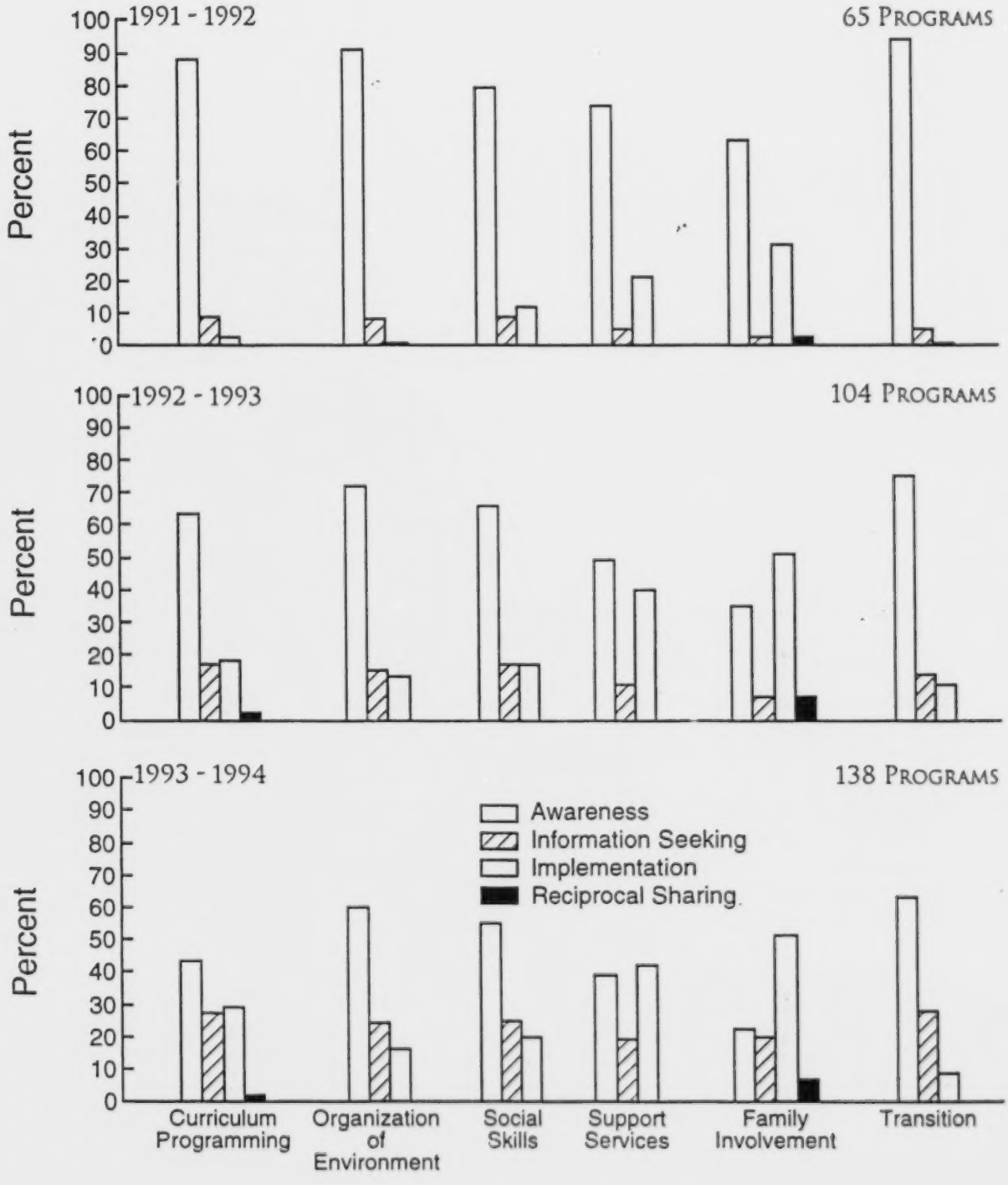
Figure 2

Magnolia Circle Outreach Project

Levels of Involvement Data

All States:

Alabama, Arkansas, Kentucky, Louisiana, Mississippi



level only toward high order levels is effectively demonstrated. Data is broken down by states in Figures 3, 4, 5, 6, and 7. Overall, there have been steady gains made in implementation and reciprocal sharing of best practices across all components of the model with the greatest amount of reciprocal sharing occurring in the curriculum and family involvement components.

B. Administrative/Staff Questionnaires/Interviews

In August 1993, a diverse group of key personnel from each of the six states were contacted by mail and phone to provide evaluative input regarding project activities. The names of those 29 key persons and their responses to the specific evaluation questions is in Appendix E. These responses were utilized in order to ascertain what had been accomplished by the project as well as to make plans for future activities. Overall, the most helpful services provided by the project included workshop/presentations and use of the video library. The comments reflect the diversity of what program staff and families found helpful through outreach services. Most of the respondents (28 out of 29) stated that they had shared project resources with staff of their programs and/or other programs.

In October 1993, an overall evaluation of the project was conducted (Appendix E). An evaluation form was mailed to all those on the mailing list. The evaluation form included a rating scale as well as open-ended questions. Twenty-eight forms were completed and returned. Based upon the responses from twenty-two persons (79% of those who responded to the survey), these programs served a total of 16,597 families and 16,853 children. For those respondents who had used the Best Practices book, the average rating for usefulness was 4.16 and for quality 4.5. In general, the highest percentages of responses were scored at numbers 4 and 5 (with 5 being high) for both usefulness and quality (see Appendix E).

C. Data RE: Specific Outreach Activities

Other sources of data included in Appendices D and F are briefly described below:

Newsletter Data. Over the three years of the project, a total of 22 persons submitted articles for inclusion in the newsletter, 20 of whom were from the six targeted states. The content of the submissions included specifics on programs for children and families as well as information on a given state's involvement in the Part H Program. The final issue of the newsletter contained a table that included the names, agency affiliation, and phone numbers of key contacts within each of the six states.

Workshop Data. Evaluations of all workshop sessions were conducted, collated, and analyzed by project staff. This data was used to refine materials and/or methods used in training. Overall, the benefits reported by participants in regional workshops in the six states include: (a) the training addressed pertinent needs within the region, thus enhancing the probability of change, and (b) expanded opportunities to network with other families and professionals within the region.

Figure 3

Magnolia Circle Outreach Project
Levels of Involvement Data
Alabama

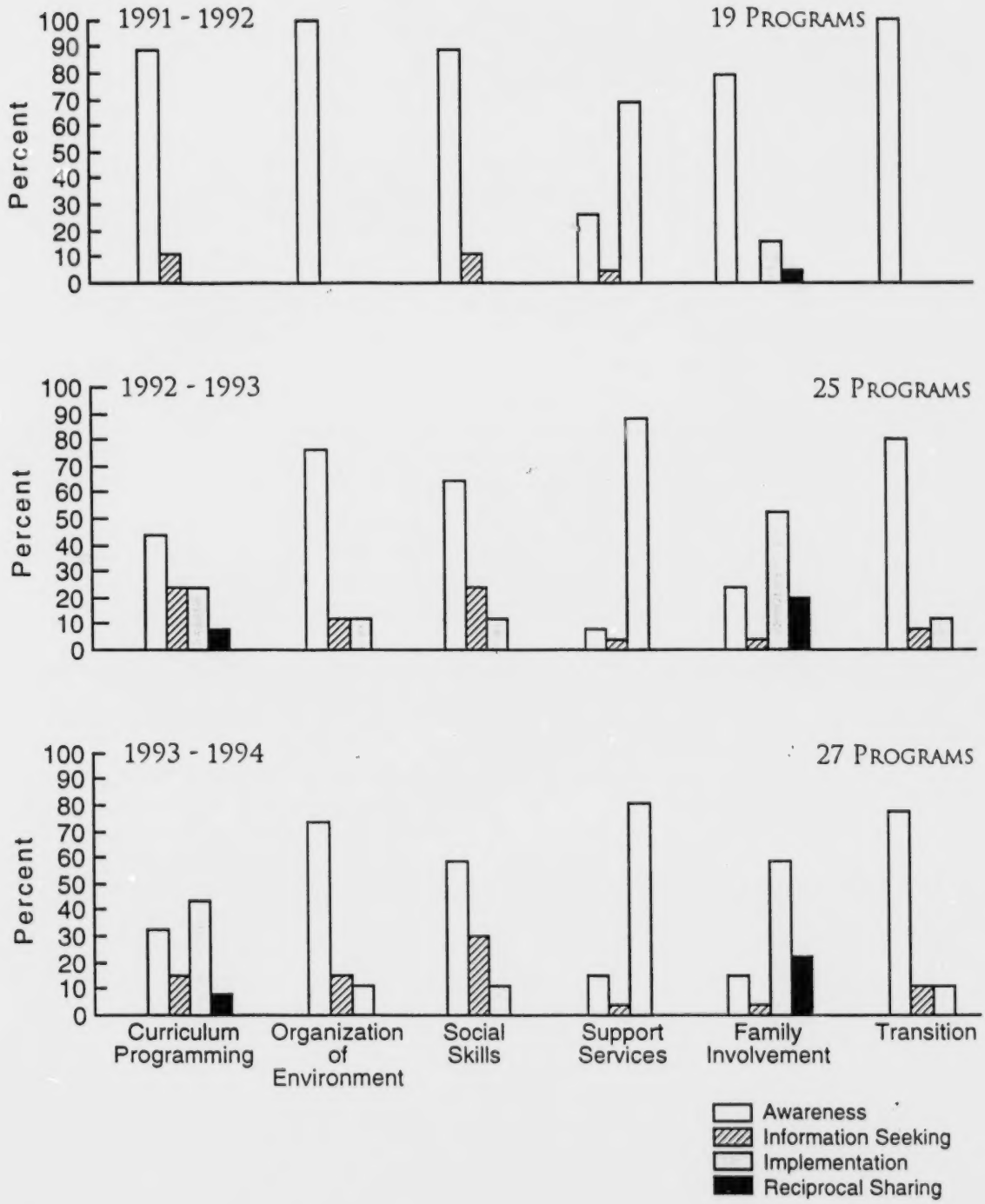


Figure 4

Magnolia Circle Outreach Project
Levels of Involvement Data
Arkansas

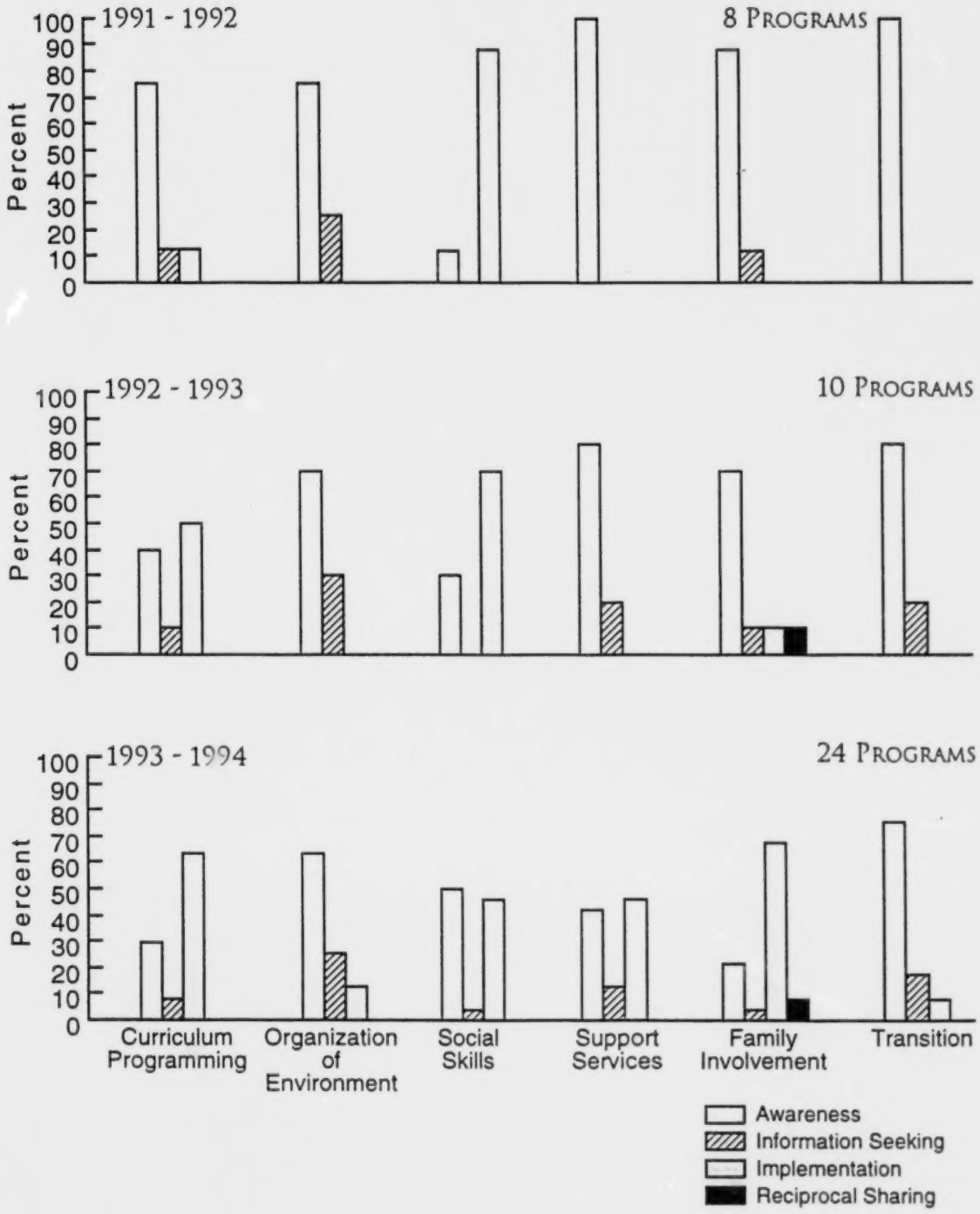


Figure 5

Magnolia Circle Outreach Project
Levels of Involvement Data
Kentucky

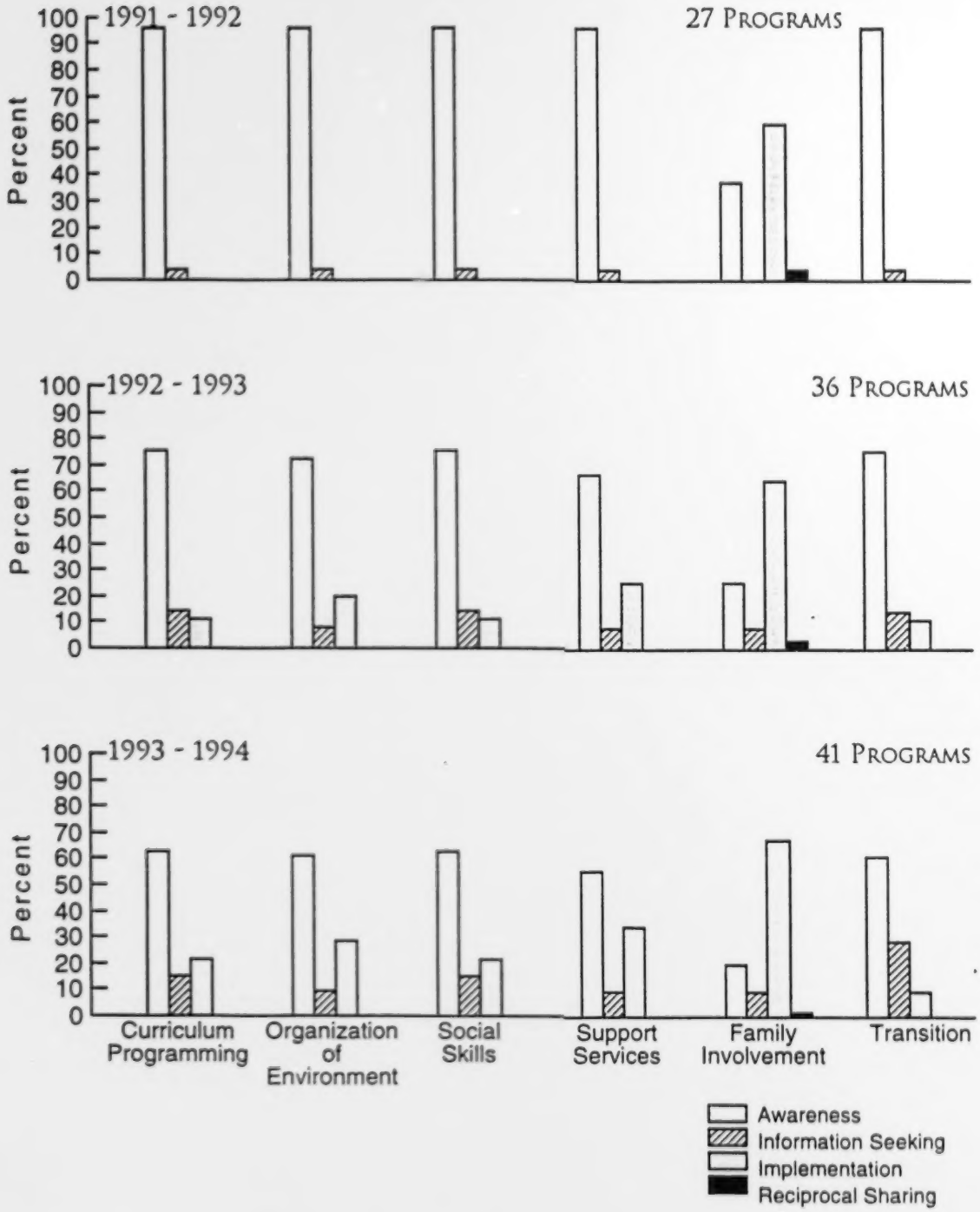


Figure 6

Magnolia Circle Outreach Project
Levels of Involvement Data
Louisiana

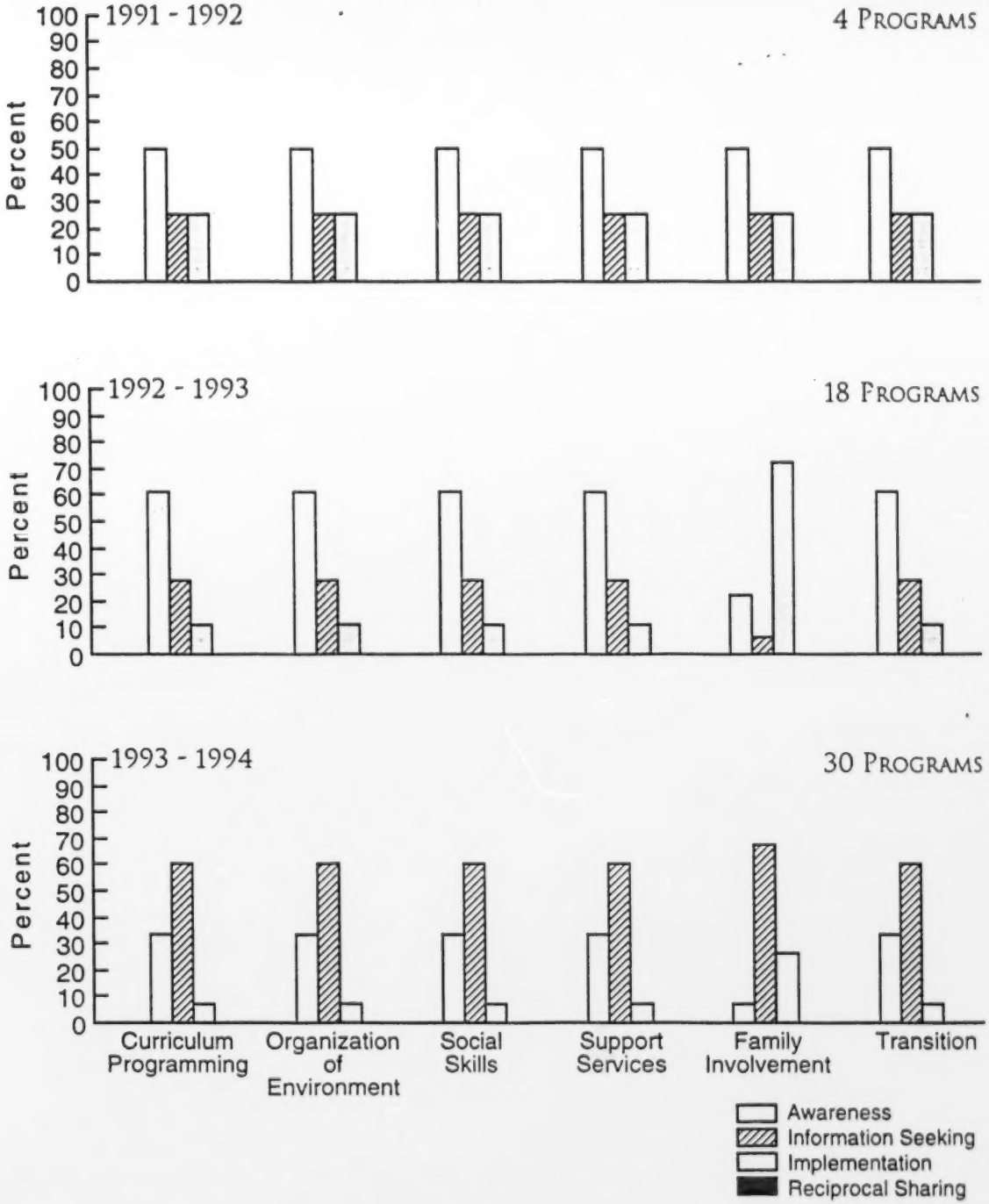
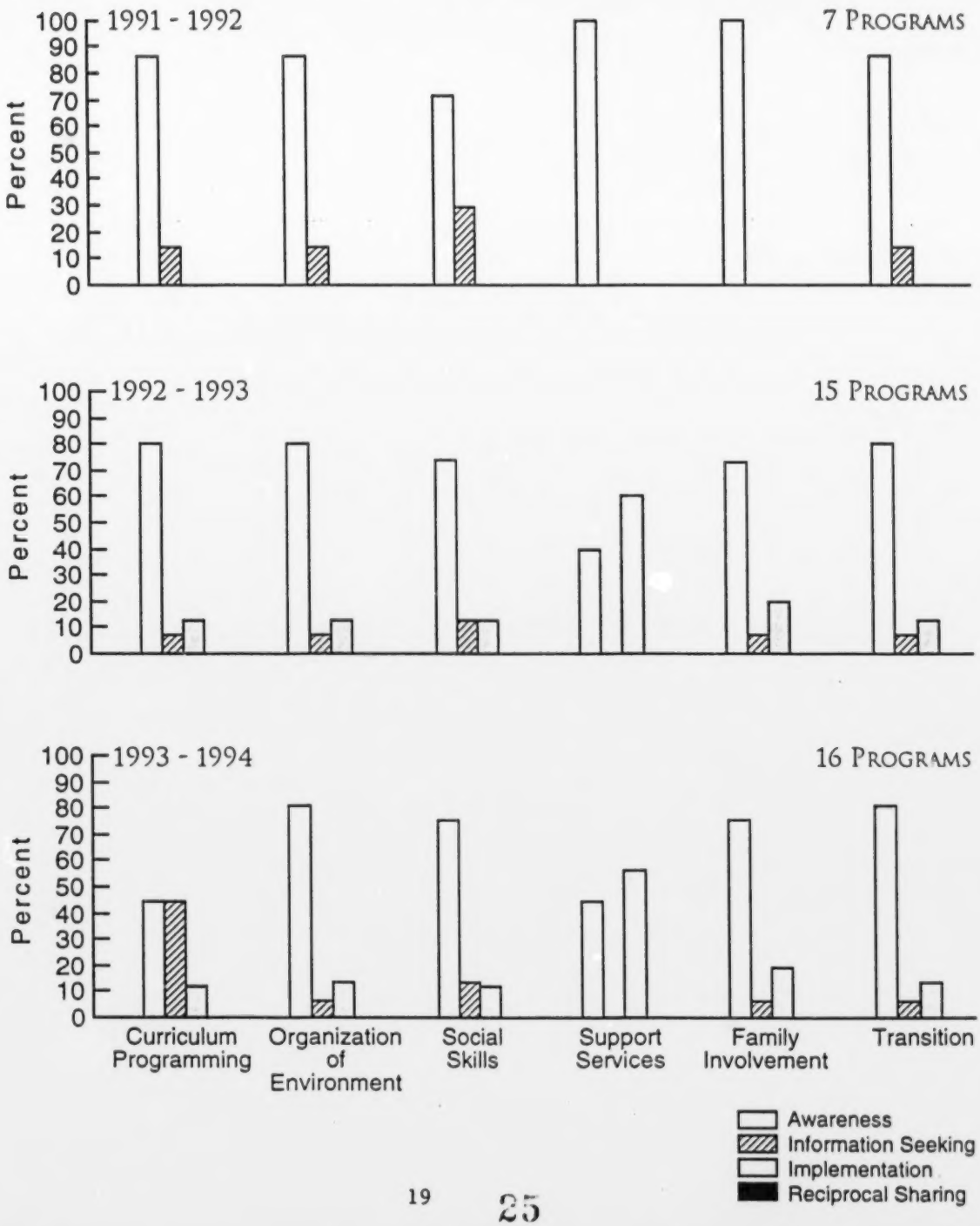


Figure 7

Magnolia Circle Outreach Project
Levels of Involvement Data
Mississippi



Regional Conference Data. Evaluation of the Rural Service Delivery Conference resulted in planning a follow-up conference, Hidden Treasures. The majority of persons who completed evaluations on both conferences felt that networking opportunities to explore critical issues in service delivery were much needed and beneficial.

Video Library Data. Over the three years of the project, 572 videos were loaned to service providers and families. The majority of persons had access to VCRs and felt that loan of the videos was worth the cost in terms of time and postage. A number of persons reported making copies of the videos for present and future use.

Technical Assistance Phone Calls. Analysis of the toll-free 800 number usage on a state-by-state basis provided information regarding the amount of technical assistance provided through phone calls.

In sum, the evaluation data indicates that we have developed and validated an effective plan of outreach despite the inherent fiscal constraints of outreach programs and the natural resistance to change that most individuals and programs manifest. The keys to our success include:

* a carefully planned, supported, executed, and evaluated strategy for outreach

* an approach to programs that allows them to set their own agenda for change, conduct their own self-assessment, and share their areas of expertise with other programs and professionals

* an ever evolving, well developed, thoroughly tested, comprehensive model of early intervention

* an approach that allows thorough evaluation of impact

* a high degree of knowledge of the programs and professionals in the 6 state target region

* a highly experienced staff with diverse backgrounds and skills

* strong support by program directors and leaders in the 6 state region

* establishment of toehold programs in most of the rural areas of the 6 state region

* an approach (reciprocal technical assistance and training networks) that allows "expertise" to create and maintain itself (with our nuturing) in the target region, thus enhancing long term impact.

IX. IMPACT

Programs that have participated in the Magnolia Circle Outreach Project have had the opportunity to: (a) gain information about resources and the content of the "best practices" components; (b) become problem solvers by working through the self-assessment and planning

process; (c) establish or strengthen networks of collegial support through collaboration; and (d) gained technical assistance and training from within the region as families and providers gain confidence and competence in sharing information and resources. Service providers and families have stated that involvement with the Magnolia Circle Outreach Project helped them to recognize that there are a variety of agencies involved with young children with disabilities and their families. Additionally, they have learned that although agencies may serve different populations, their overall purpose and service delivery is often similiar.

The Magnolia Circle Outreach Project has enhanced the exchange of information regarding recommended practices between professionals and programs via the strengthening and support of reciprocal training and technical assistance networks throughout the region. The identification and nuturing of these networks (on the local, state, and regional levels) has provided a mechanism for broadening the impact of this project and of insuring its continuation beyond the actual three year life. A few examples follow:

> As an outgrowth of the Rural Service Delivery and Hidden Treasures Conference, there are presently three persons from Alabama, Kentucky, and Tennessee who are working toward continuing a Southeast Regional Meeting for service providers and families (Appendix F).
>
> Service providers and families from one state have made formal presentations at or attended conferences in other states. Over the past three years, 52 persons from the states involved with the Magnolia Outreach Project have presented at the Tennessee Collaborative Conference on Young Children with Special Needs and Their Families. The breakdown for presenters from each state is as follows: Alabama-5, Arkansas-4, Kentucky-36, Louisiana-4, and Mississippi-3.
>
> Project staff co-founded a "share group" in Middle Tennessee on January 20, 1992. At the completion of the funding cycle, a total of 34 persons belonged to the group, which continues to expand by word-of-mouth. Participation in this group is open to anyone interested in persons with disabilities, broadly defined. The group includes many parents as well as service providers from the fields of special education, health, physical therapy, social work, early childhood education, mental health, and nursing. The purpose of the group is to meet on a monthly basis at a central locale to share information and resources (Appendix D).

A. Products and Publications

Project Brochure. The brochure presented an overview of the outreach project and a description of the objectives and activities associated with the project.

Project Newsletter. A newsletter, published quarterly, described outreach activities and accomplishments as well as disseminated and/or identified resources on "best practices." Additionally, persons from the targeted states submitted information about their programs and/or resources.

Rural Conference Proceedings. These proceedings are from a two-day conference on rural service delivery issues sponsored by the Magnolia Circle project in the fall of 1993. Issues explored by work groups included: family support, transportation, funding, and networking strategies. Included in the proceedings are the results of a survey on rural service delivery in the fall of 1992 by Magnolia Circle staff, resource information, and descriptions of programs in the Southeast region of the United States.

Hidden Treasures Proceedings. These proceedings are from a one and one-half day conference designed to (1) highlight successful collaborative community resources, services, service delivery mechanisms; (2) foster networking between and among families and professionals involved in services for young children with or at risk for developmental delays (birth to 5 years) and their families within the Southeastern United States; and (3) strengthen regional networks by linking resources and resource persons.

Video Library. A total of 40 videotapes covering a variety of topics in early intervention/early childhood special education were available for loan at no cost to participants. A sample page of the video library listing is included in Appendix D. The majority of tapes had been made at workshops/inservices held in Tennessee. They were particularly useful for providing supplemental information as well as new ideas. Many have accompanying handouts. At the completion of the project, these videotapes were transitioned to the three Part H Monitors for the State of Tennessee and continue to be loaned to service providers and families.

Journal Resource Listing. An eight-page listing of journal resources for early interventionists was compiled. It contains subscription and cost information about 48 journals. The journals are organized by the following areas of study: general early intervention, audiology, deaf education, early childhood education, early childhood special education, medical (general), nursing, nutrition, occupational therapy, orientation and mobility, physical therapy, psychology, social work, speech/language, and vision.

Workshop and Follow-Up Training Activities Packets. These materials are related to the six "best practices" components and include a copy of the agenda, handouts, lecture notes, overheads, resource information, evaluation forms, and follow-up activities used in training.

Regional Workshops: A Planning Guide. A planning guide that contains methods for organizing regional workshops in a systematic manner developed initially through the TOT project was revised and refined through the Magnolia Circle Project. The planning process is fully described, and organizational materials (i.e., needs surveys, timelines, checklists, scheduling forms) are provided. The purpose of this guide is to assist parents and professionals in sharing their own expertise through presentations at local, state, and regional conferences and workshops.

Working with Families" Packet. This packet provides a listing of resources related to P.L. 94-142, P.L. 99-457, programs/services, evaluation of programs/services, and transition issues.

B. Dissemination Activities

The Magnolia Circle Outreach Project materials were widely disseminated throughout Alabama, Arkansas, Kentucky, Louisiana, Mississippi, and Tennessee. Avenues for dissemination included Advisory Group meetings, orientation workshops, presentations/regional workshops, the newletter, and networking opportunities. Specific dissemination documentation throughout the targeted states is included within the description of outreach activities in Appendix A. Additionally, dissemination on a national level is included in Appendix G. Materials disseminated include:

* 10 issues of the project newsletter
* resources on "best practices" components, training modules
* resource listings, general resources, "Working with Families" packets
* Planning Guide for Regional Workshop Organizers
* Rural Service Delivery Conference Proceedings
* Hidden Treasures Conference Proceedings

C. Implications of Findings

The Magnolia Circle Outreach Project has effectively demonstrated that many early interventionists in Alabama, Arkansas, Kentucky, Louisiana, Mississippi, and Tennessee not only desire, but seek out mechanisms to assist their efforts in accessing and evaluating information on proven models of service that reflect a family focus. Additionally, it has demonstrated a viable, replicable model of outreach resulting in the exchange of "best practices" between and among diverse providers of services to young children with disabilities and their families.

Based upon the results of the evaluation and dissemination efforts, the Magnolia Circle Outreach Project has made significant impact upon:

* the need for enhanced inservice training in Alabama, Arkansas, Kentucky, Louisiana, Mississippi, and Tennessee

* improvements of services to children and families by making the services more congruent with "best practices"

* the ability of early intervention providers to evaluate their strengths and needs relative to "best practices"

* the ability of early intervention providers to locate and secure resources (in terms of both people and materials) on regional, state, and national levels

* the number of early intervention providers and family members in making presenations on implementing quality practices within a given state and in neighboring states

* the interaction and coordination among individual programs on regional and statewide basis through the networks

As a result of these project activities, there has been an increase in the quality and range of services offered by programs and the variability and type of family involvement within programs. Based upon on interactions with people in these states and analysis of the evaluation data, however, there continues to be a need for variety and flexibility in training and staff development activities that are offered to people. Additionally, support for meaningful involvement of families in all aspects of service delivery continues to be a challenge.

D. Effects on the Field of Early Education for Children with Disabilities and Their Families

Two major aspects of the Magnolia Circle Outreach Project that will likely result in long-term effects on the field are the Best Practices Model and the Outreach Model. Through this project, replication of these models within six states in the Southeastern region of the United States has provided additional data on the model's cost effectiveness and impact.

The Magnolia Circle Outreach Project should have a major impact on the field through:

* The establishment of a network of people from the Southeastern region of the United States as evidenced by participation in the two conferences and the desire to seek out mechanisms to continue this venture.

* The broadening and strengthening of networks of collegial support within each of the targeted states. The result has been two-fold: (a) through collaboration, agencies are working together to provide comprehensive services where services had been fragmented; and (b) services have been expanded and quality has been enhanced due to training that has been made available to child care providers, families, health care providers, and others by regional early childhood special education and support personnel.

* The publication of a description of the training activity for the orientation workshops.

* The publication of a description of the outreach model and approach including evaluation data on the project. We will make every effort to publish this data in one of the major professional publications of the field.

X. FUTURE ACTIVITIES

Articles on the outreach process and the overview of recommended practices will be refined and submitted for publication in professional journals (e.g., Teaching Exceptional Children, Journal of Early Intervention).

XI. ASSURANCE STATEMENT

A copy of the full final report has been sent to the ERIC/OSEP Special Project Clearinghouse. A copy of the title page and abstract executive summary have been sent to: NEC*TAS, the

National Clearinghouse for Professions in Special Education, the National Information Center for Children and Youth with Disabilities, Technical Assistance for Parent Programs, the National Diffusion Network, Child and Adolescent Service System Program, Northeast Regional Resource Center, MidSouth Regional Resource Center, South Atlantic Regional Resource Center, Great Lakes Area Regional Resource Center, Mountain Plains Regional Resource Center, Western Regional Resource Center, and the Federal Regional Resource Center.

APPENDIX A

Advisory Boards and Specific Outreach Activities

Alabama

Arkansas

Kentucky

Louisiana

Mississippi

Tennessee

ALABAMA

Magnolia Circle Advisory Board

Ouida Holder	Acting Part H Coordinator, Department of Education, Childrens' Rehabilitation Services
Beverly Hunter	Department of Education, Special Education Preschool Services
Sheryl Matney	Project Director, HandiCAPABLE Challenge, Family Information and Advocacy Organization
Samera Baird	ICC Member, Personnel Preparation Subcommittee Chairperson; Auburn University Faculty
Fred Biasini	Part H CSPD Coordinator; Director of Interdisciplinary Programs, Civitan International Research Center
Gina Harris	Part H CSPD Staff; Director of Social Work, Civitan International Research Center
Jeri Hughes	Part H CSPD Staff; United Cerebral Palsy, Birmingham
Diane Roberts	Department of Education, Childrens' Rehabilitation Services, Early Intervention Staff Coordinator
Linda Forward	Department of Mental Health and Mental Retardation, Director of Mental Retardation Service Coordination
Bobbie Jo Trammel	Department of Education, Childrens' Rehabilitation Services, District Systems Development Specialist
Janesy Blankenhorn	Southwest Alabama Early Intervention Council, Regional Receiving Person
Judy Belyeu	West Alabama Early Intervention Council, Coordinator of Early Intervention Services

ALABAMA

Overview of Years 1, 2, & 3 Activities
November 1991 through October 1994

DATE	ACTIVITY
November 1991	* Sent notification letters to DOE Preschool Services, DOE Children's Rehabilitation Services (CRS), ICC chair, and DEC chair. * Received listing of SED coordinators, ICC members, and DEC members for mailing list.
December 1991	* Talked with Dr. Nancy McDaniel, Special assistant to DOE for Part H to schedule meeting with Magnolia staff and CSPD Task Force to discuss possible project activities in Alabama.
January 1992	* Initial meeting with AL Advisory Bd. (CSPD Task Force) to present Magnolia objectives and get feedback on project goals and strategies. Diane Roberts, CRS, will send us information about training needs and Part H system. A conference call will be scheduled for later date to discuss further plans. * Sent follow-up letters to Advisory Bd. members.
February 1992	* Phone conversation with F. Biasini to make plans for conference call and get names of other key persons to be involved in planning. * Sent letter to Roan Frederick, Part H Coordinator (had met Ms. Frederick in Baltimore at NEC*TAS mtng.; she could not attend Ad. Bd. mtng.). * Phone conversation with Samera Baird, Auburn Univ. (ICC Personnel Prep. Committee chair); she was requesting info. on paraprofessional training. Sent variety of resources, including info. about other EEPCD projects focusing on paraprofessional training.
March 1992	* Had conference call with CSPD Task Force to discuss Magnolia's first "Best Practices" workshop, scheduled for Birmingham and sponsored by the AL Central Council for Children with Disabilities.This workshop will be open to staff of direct service projects and local ICC members (LCC) throughout the state. Sent 300 brochures to be distributed with workshop announcements.
April 1992	* Phone conversation with Beverly Hunter, 619 coor.; DOE is working on developing a model for integrated child care as a mechanism for providing preschool services. Sent variety of resources, including TOT Training Module Three and several videos. * Finalized plans for June workshop in Birmingham.

May 1992	* Sent final workshop outline for workshop to CSPD Task Force members and letter requesting a meeting with Advisory Board following the workshop.
June 1992	* Magnolia presented "Best Practices" workshop including overview of self-assessment process with illustration of support services component. The workshop included follow-up activities for participants to have extended opportunities for integrating workshop ideas and practices. The F-U activities also provided Magnolia with the names of programs/individuals interested in continuing relationships with our project. * Advisory Board met to plan strategies for continued participation. Contact persons for three LCCs indicating desire for F-U participation were identified. * Sent memos to F-U participants and letters to three LCC chairs.
July 1992	* Had response calls from two of the LCC chairs that had been contacted following the June workshop, Judy Belyeu -- West AL Early Intervention Council (WAEIC) and Linda Graham -- Coordinating Handicapped Infant and Preschool Services Council (CHIPS). Calls resulted in identifying training needs and scheduling workshops in these two regions.
August 1992	* Made contact with Dawn Ellis, Comprehensive Early Intervention Services Council in Huntsville. This region is very rural; services are available mostly in the immediate Huntsville area. Efforts are being made to provide training to child care providers with hopes that child care will be more responsive to the needs of families with children with disabilities. Ms. Ellis gave Magnolia information to Department of Human Resources, Child Care Services, and Child Care Council Chairpersons in Madison County and Jackson County. Requests were made for training for child care personnel in Jackson Co. and for child care administrators and care givers in Madison Co. Three workshops were planned for October and December. * Continued plans for the Montgomery workshop scheduled for October; contacted Susanne MacGuire, Director of PPEI Program. Susanne and her staff will facilitate small group discussions on IFSP process. IFSP resources sere sent to facilitators. * Received call from Linda Forward, Department of Mental Health/Mental Retardation, Case Management Training Coordinator. She was seeking training materials and information about Magnolia's services. Letter with brochure and project objectives were sent along with information about service coordination training materials and TOT training module five (Family).

September 1992	* Sent letter, project brochure, and outreach objectives to Bobbie Jo Trammel, Southwest AL Early Intervention Council (SAEIC) in Mobile. Contact name was given by Diane Roberts, CRS. After receiving the letter, Bobbie Jo called to discuss outreach activities. She agreed to share information with the LCC and call back with their response. * Letters were sent to CSPD Task Force members to provide an update on Magnolia activities and plans.
October 1992	* 10/15 IFSP workshop in Montgomery -- approximately 25 participants. Follow-up opportunity was included. * 10/17 DAP workshop in Scottsboro -- approximately 50 participants. * 10/19 Best Practices-Teaming workshop in Tuscaloosa -- approximately 20 participants. Follow-up opportunity was included. * Follow-up letters and requested resources were sent to Montgomery and Tuscaloosa follow-up participants. * Letters were sent to CSPD Task Force members regarding follow-up on the October workshops. * Outlines for the December workshops on Developmentally Appropriate Practices (DAP) were sent to contacts in Madison County and CSPD Task Force members. * Scheduled date to participate in Dept. of MH/MR Service Coordination training in December. The training will focus on family-centered principles and practices. * Finalized plans for teaming workshop in Mobile on January 13.
November 1992	* Phone discussion with Linda Forward, MH/MR, to schedule workshop on family-centered home visiting practices. Training will be available in two locations, Birmingham and Mobile in March. The workshops will be open to early intervention personnel from other agencies in collaboration with CRS and CSPD Task Force. * Had request from Star Smith, SWAEIC and Baldwin Co. Child Care Council, to provide DAP workshop for the Child Care Council members in February.

December 1992	* 12/1 Overview of Magnolia Outreach services and how project can support child care staff serving young children with disabilities was presented to Madison Co. Child Care Council Directors' meeting -- approximately 25 persons attended. * 12/1 Developmentally Appropriate Practices was presented to the staff of Rainbow Day Care Center in Madison, AL -- approximately 25 attended. * Phone discussion with Charlotte Stewart, WAEIC, in response to follow-up participation. Charlotte and other staff in the region had requested information about activity-based programming. * 12/10 Participated in MH/MR training for case managers in Montgomery -- approximately 30 participants. * Sent update to CSPD Task Force members with outlines for Mobile teaming workshop and Baldwin Co. DAP workshop. * Scheduled planning meeting with WAEIC members in Tuscaloosa for January 15, 1993 to develop an outline and strategies for training on activity-based programming.
January 1993	* Sent letter to Judy Belyeu, WAEIC, to confirm Magnolia staff representation at the 1/15 planning meeting in Tuscaloosa. * Received call from Judy Belyeu requesting information about the Pam Winton family interview video that was shown at the trining for MR service coordinators in December. The MR service coordinator task force is putting together a training manual for Medicaid approved case management training. * Magnolia staff presented teaming workshop in Mobile -- approximately 17 participants. * Attended planning meeting in Tuscaloosa with WAEIC members to discusss possibilities for follow-up training on acativity-based programming. Dates were scheduled for May 6 & 7. * Thank you letters were sent to Bobbie Jo Trammel, Jan Blankenhorn, Jamie Ison, and Paula Tapia for their assistance with planning and hosting the teaming workshop. Follow-up letters were sent to workshop participants with response cards to be returned to give feedback on follow-up activities. * Contacted Bruce Smith, Children's Program Director for Outlook Nashville, to ask for his assistance with the Tuscaloosa activity-based programming workshop. Bruce agreed to help. * Phoned and sent follow-up letter to Patty Prater, Head Start REgional Coordinator, to ask for assistance in disseminating information about Magnolia and to ask for information regarding CEUs for head start personnel. Patty gave me information about the technical assistancae center at Western Kentucky University in Bowling Green. Perticipants in approved training may apply for CEUs through W KY. * Sent follow-up letters and requested resources to WAEIC members after the meeting on 1/15. Letter included a copy of meeting notes with suggestions for training content. * Sent letter to Linda Forward with preliminary plans for home visiting workshop for task force approval.

February 1993	Met with Samera Baird at the Tennessee Collaborative Early Childhood Conference. She is no longer chair of the Auburn LCC; the new chairperson is Marilyn Fober. Wrote to Marilyn with Magnolia objectives and brochure. * Met with Jo-Ann Hinkle to plan the home visiting workshop for E.I. personnel in AL. Jo-Ann has agreed to participate and share her expertise on family-centered services. * Called Linda Forward to fnalize arrangements for CEUs through CRS, discuss pre-registration, workshop locations, etc. for the home visiting workshop. * Called Star Smith, Baldwin Co. Child Care Council, to finalize plans for the 2/20 workshop. * Presented 3 hour workshop, "Shake, Rattle, and Roll: DAP..." at Baldwin Co. -- approximately 40 participants.
March 1993	* Sent letters to SAEIC members who had returned the response cards following the teaming workshop with results and suggestions for possible ways to meet the needs that had been identified. * March 11 & 12, Home Visiting workshops in Birmingham (40 participants) and Mobile (15 participants). * Videotaped at Outlook Nashville for Tuscaloosa workshop. * Sent thank you letters to Linda Forward, Teri Pinto, and Stephanie Belflower for their assistance with planning and hosting the two workshops. Letters were also sent to AL Advisory Board members with information regarding the participating agencies and evaluation results. * Follow-up letters were sent and requested materials were made available to approximately 40 of the home visiting workshop participants. * Sent letter to Judy Belyeu with draft outline for activity-based programming workshop in May. * Had request from Nancy Butcher, Huntsville early interventionist, requesting information about video listing, ADA for child care providers, and COACH project contact person, Stella Fair.
April 1993	* Had call from Diane Roberts requesting information (outline and handouts) for the activity-based programming workshop scheduled for May 6 & 7 in Tuscaloosa. Diane also asked to schedule a date/time for a conference call for Magnolia staff to talk with CRS staff about future training. The call was scheduled for April 29 at 8:30 am. * Continued discussions with Judy Belyeu and finalized plans for A - B programming workshop. Sent materials and agenda to participants. * Had conference call with Roan Frederick, CRS (Part H Coordinator). We discussed ways for CRS personnel to have more information regarding the content of Magnolia training. Ouida Holder was designated as the CRS staff person to contact. She will keep a file of all Magnolia training materials. Roan Frederick will ask Diane Roberts to make arrangement for the AL Advisory Bd. to meet in June or July.

May 1993	* Magnolia coordinated A - B Prog. workshop in Tuscaloosa on May 6&7. Bruce Smith was the presenter. Approximately 15 persons attended. Follow-up letters and materials were sent to participants. * Received a listing of training needs identified by CRS, Early Intervention Unit as indicated by service providers. * Sent Tuscaloosa evaluation and list of workshop participants to CSPD and Diane Roberts.
June 1993	* Donna and Evelyn had a conference call with Diane Roberts and Ouida Holder, acting Part H Coor. They requested a listing of Magnolia's resources and services to distribute to service providers. They also asked that we continue to keep them informed about our plans. They, in turn, will send a CRS representative to support any training we provide. * Sent Diane Roberts letter to follow-up on conference call along with the following: resource/services listing, video listing, journal listing, Working with Families..., copies of workshop outlines, 10 brochures, and transition training module. * Talked with Jeri Hughes to offer Magnolia's assistance with the AL E.I. Conference, scheduled for Oct. 20 - 21. * Had request from Bobbie Jo Trammel for training E.I. personnel to give Part H eligibility evaluations. We discussed options for using regional professionals to conduct training since Mag. staff does not have expertise in this area. B.J. will keep in touch re: possible participation of CRS staff in rural conference and using Mag. staff for other training possibly in late fall.
July 1993	* Sent letters to representatives from all of the LCCs with a copy of the rural conference registration form and copy of the project's resource and services listing. Also sent letters with same enclosures to Beverly Hunter, DOE, Linda Forward,DMH/MR, and Patti Prater from Gadsden Head Start. * Rec'd. info to reserve display table (100.00) at the AL E. I. conf. Monies rec'd. through reg. fees are used for parent stipends.
August 1993	* Had call from Diane Roberts re: E. I. conf. and to thank us for sending resource listing. She forwarded info. about Mag. too LCC representatives, direct service providers, etc. * Rec'd. copy of Diane's letter to LCC reps, et. al. * Rec'd. three program descriptions from Diane for next newsletter. * Sent registration fee for display table at E. I. conference. * Nancy McDaniel, Auburn U. requested resources on rural service delivery. Sent info. about conference and listing of rural projects. * Charlotte Stewart requested info. about the professional consultant's role in the inclusive setting. Sent COACH info.

September 1993	* Had request from Linda Forward for Mag. to participate in the '94 Conference of Social Work to be held in Mobile in April. Mag. will conduct two 3-hour sessions on family-centered home visiting. The conference will pay $300.00 toward expenses and will duplicate handouts for the sessions. * Had request from Nancy McDaniel for Mag. to contribute a door prize for the AL E. I. conference.
October 1993	* Three persons represented AL at the rural conf.: Jan Blankenhorn, Ginger Horn, and Kathy Jaekel. * Donna and Evelyn attended the Augmentative Communication conf. in Birmingham. Had opportunity to talk with Star Smith, Charlotte Stewart, and Gina Harris. We met Catherine Burke, Sparks Clinic, SLP - attended session and obtained useful materials. * D. & E. attended AL E. I. con. and had opportunity to talk with many state and regional contacts. Had several requests for resources. * Sent Mag. information to Connie Jenkins, Southeast AL Early Intervention Council -- met Connie at Early Intervention Conf.
November 1993	* Sent letter to Fred Biasini requesting his in-put on training on collaboration for LCCs. * Sent copy of Best Practices book to Ouida Holder for Part H to use as a resource for program self-evaluation as a part of the monitoring process. * Had request from Bobbie Jo Trammel, SWEIC, for workshop on involving families in assessment and programming. * Sent Bob Boshell, CRS, resource info. re: Part H service delivery planning (TN and KY contacts).
January 1994	* Sent final agenda and handouts to Bobbie Jo Trammel for the Feb. workshop. * Rec'd. new Part H public awareness information from Diane Roberts.
February 1994	* Conducted all-day workshop, "Involving Families in Planning and Carrying Out Programming," in Mobile on 2/4/94. * Sent follow-up letters and materials that were requested from workshop participants. * Sent Mobile workshop evaluations, small group reports, and copies of CEU documentation to Diane Roberts. * Added two new programs and added several names to mailing list from Mobile workshop. * Had request for resources from Linda Forward. She is working with the Part H Monitoring Task Force to develop a self-evaluation tool that will focus on quality improvements and will be based on program's stated goals. In conjunction with these changes, the committee is planning "best practices" training for service providers in each of the newly structured LCC districts (reorganized to have 7). * Sent resources (including TN quality assurance resource paper and standards) and training outline for Part H Monitoring Task Force.

March 1994	* Finalized plans for home visiting session at the AL Conf. of Social Work.
April 1994	* Presented two sessions, "Family-Centered Home Visiting," at the AL Conf. of Social Work in Mobile. * Received call from Kim Hill, Asst. Part H Coor. requesting "best practices" training for fall '94.
June 1994	* Notified Kim Hill, CRS-Part H, that the magnolia Project will not be available during the fall of 1994 for the training that had been requested. * Received letter from Jan Blankenhorn with an update on SWAEIC activities and information regarding recent funding legislation.
August 1994	* Phone conversation with Linda Forward, DMH/MR. She gave an update on plans to create 7 model projects to serve children birth to age-five. This is a collaborative effort between Part H, Part B, and DMH/MR to create a seamless system for Alabama's young children and their families. She thanked Magnolia for the help provided during the past three years.
September 1994	* Two representatives from AL participated in the Hidden Treasures meeting: Kathy Jaekel and Jan Blankenhorn. Jan was among those who met to discuss how the group could come together in 1995 to continue networking and support. Jan will look for possible funding from AL. She suggested the focus of the meeting shift back to rural concerns.
Extension October 1994- April 1995	* One person (Nancy Mele) from Alabama presented at Tennessee's Third Annual Collaborative Conference ** Dissemination of Best Practices Resources ** Involvement in ongoing networking between/among providers & families * Dissemination of Hidden Treasures Proceedings * Technical assistance and training, as requested * Inform Alabama personnel that video resources have been transitioned to Tennessee Part H monitors ** Involvement in subcommittees/organizations continued

AL 3 disk/AL

ARKANSAS

Magnolia Circle Advisory Board

Jackie Barentine	Part H Coordinator, Department of Human Services, Division of Developmental Disabilities Services
Sandra Reifeiss	Department of Education, Early Childhood Project Director, Special Education
Bill Geiger	ICC Co-Chairperson; Faculty at University of Arkansas, Little Rock
Mary K. McKinney	State Director, Arkansas HIPPY Training and Technical Assistance Center
Jacquelyn Jones	Arkansas Department of Education, CSPD Coordinator
Margaret Ford	Department of Human Services, Developmental Disabilities Services, Education and Training Consultant
Sandra DeVore	Arkansas Easter Seal Society, Outreach Director
Diana Cunningham	Early Childhood Coordinator, Ozarks Unlimited Resource Cooperative
Leon McLean	Director, Ozarks Unlimited Resource Cooperative
Nancy Redman	Director, Children's House Therapeutic Preschool at Fayetteville
Mary Frances Edwards	Early childhood Coordinator, Northwest Arkansas Education Service Cooperative

ARKANSAS

Overview of Years 1, 2, and 3 Activities
November 1991 through October 1994

DATE	ACTIVITY
November 1991	* Sent notification letters to DOE Preschool Services, Developmental Disabilities Services (Part H), ICC Chairperson, and DEC Chairperson. * Talked with Ruth Castlebury, Community Providers Association. She provided information about association's efforts toward promoting integrated child care options for service delivery and sent us a mailing listing of association members.
December 1991	* Phone conversation with Jackie Barentine, Part H Coordinator, and Mary Kaye McKinney, 619 Coordinator. They were pleased to hear the grant has been funded.
January 1992	* Saw Mary Kaye McKinney and Jackie Barentine in Baltimore at the Projects meeting and talked briefly with them. We discussed meeting during the DEC conference to discuss project objectives and begin planning efforts. * Sent letters to Mary Kaye McKinney and Jackie Barentine outlining the project objectives and planning efforts.
February 1992	* Letters to Mary Kaye McKinney, Jackie Barentine, and Jackie Jones, Dept of Ed CSPD coordinator, to confirm plans for meeting during the DEC conference to form Magnolia Advisory group.
March 1992	* Meting during the AR DEC Conference: Our discussion at lunch with Mary Kaye McKinney, Sandra Reifeiss (DOE staff), Jackie Jones, and Jackie Barentine was very helpful to us as we work toward developing a better understanding of Arkansas' structure for providing early intervention and preschool services. * Made tentative plans to return to Little Rock in August to meet with preschool coordinators for best practices orientation during or prior to the AR Special Show Education Conference. * Sent follow-up letters to Mary Kaye McKinney, Jackie Barentine, and Jackie Jones. * Met Bill Geiger and Karen Barham, ICC co-chairs, at the DEC meeting. Sent follow-up letters. * Met Cathy Liles at the DEC conference; she is the former Part H Coordinator. The UAP contract with DD has been terminated. Cathy would like to serve on our advisory board. Sent letter to Cathy.

May 1992	* Received call from Mary Kaye McKinney regarding Magnolia participation at the Special Show conference. It will not be possible for the preschool coordinators to come for a day prior to the conference; however our project has been given two double sessions for presentations, 1) Best Practices 2) Social Skills. * Sent letter to Jackie Jones to inform her of plans for conference sessions and to ask to meet with her and others interested in exploring outreach opportunities. CC letter to Jackie Jones to Mary Kaye McKinney, Jackie Barentine, Bill Geiger, and Karen Barham with letters asking for their in-put. * Contacted Joyce Maar, MTSU, to request that she assist me with presentation on social skills at conference. She agreed. * Request from Doni Martin for video tapes and other information regarding integrated services. Sent information about Special Show conference sessions.
July 1992	* Talked with Cathy Liles at Gulf Coast Conference. We scheduled time to meet while in Little Rock for Special Show. * Sent information about Special Show sessions to all education cooperative early childhood coordinators. * Finalized plans for conference sessions and scheduled a meeting with Jackie Jones, Jackie Barentine, and Sandra Reifeiss (acting Dept. of Ed. Preschool Coordinator). Mary Kaye McKinney has left to coordinate the HIPPY program. * Made follow-up call to Bill Geiger to schedule meeting with Bill and Karen Barham while in Little Rock at Special Show.

August 1992	* Special Show conference -- two sessions. Twenty persons expressed desire to have follow-up opportunity (mailing list to receive newsletter, additional resources, and/or additional information regarding project's services). Letters were sent and requests were filled. * Meeting with Jackie Jones, Jackie Barentine, and Sandra Reifeiss was canceled. Part H has experienced a transition period since January. They are now in the process of hiring new service coordinators for most of the state's 16 regions. There are other problems that have strained the system. Sandra Reifeiss is not sure how long she will serve as acting part B coordinator and does not feel that she is in a decision-making position. * Met with Karen Barham and Bill Geiger. Bill and Karen felt that the transition of part H service coordination from UAP contract to lead agency has been challenging for several reasons: * resignation of 8 service coordinators * state freeze on hiring personnel (now using persons without early childhood training and/or knowledge of Part H system to provide service coordination) * change (20% cut) in Medicaid funding * limited communication between ICC and lead agency since March. Bill agreed to talk with Jackie Barentine to suggest possible ways that our project might provide outreach to AR (e.g. provide support and technical assistance to local ICCs -- they exist to some extent, but most are very weak. Some are trying to address needs of B-5 and have linkage to the regional Service Cooperative).
November 1992	* Received call from Bill Geiger. He had talked with Jackie Barentine and felt that she had seemed receptive to discussing possibilities for using Magnolia services and resources to support Part H training. He suggested that this might be a productive time to contact her. Made plans to call and follow-up with Jackie Barentine. * Had call from Lucretia Gartrell, 1993 DEC conference chairperson. She had seen the newsletter description of "Shake, Rattle, and Roll..." and wanted to know if we would do the same presentation at the DEC conference in April. She also offered to schedule a time for state and agency personnel to meet with our staff to explore possibilities for outreach activities in AR. * Had inquiry from Joyce Riley regarding Magnolia outreach services. Numerous attempts were made to contact Joyce by phone. A letter was sent with dates and times for her to reach us by phone. There has been no further contact with Joyce.

January 1993	* Called Diana Cunningham, preschool coordinator for Ozarks Unlimited Resources Cooperative. Diana had responded to our rural survey and had also agreed to do a presentation at the TN Collaborative Early Childhood Conference. I called to let her know that I would look for her at the conference and bring her information about our project.
February 1993	* Met Diana Cunningham and sent follow-up letter inviting her to the planning session at the AR DEC conference. * Sent letters to Sandra Reifeiss and Jackie Barentine to tell them about our plans to attend the DEC conference and to ask that they attend the planning session.
April 1993	* Sent 2nd. letter to Sandra Reifeiss and Jackie Barentine. * Wrote Bill Geiger with plans and update on communication with Jackie Barentine. * DEC Conference sessions 1) Brainstorming Re: Magnolia outreach opportunities and 2) "Shake, Rattle, and Roll..." * Sent follow-up letters and requested resources to workshop/session participants. * Met with Diana Cunningham and Sandra Reifeiss to have further discussion about Magnolia training, possibly regional training for the Ozark/Northwest Education Cooperatives. Tentative plans for June or August were made for a "Best Practices" workshop. Diana will call to discuss dates, etc.
May 1993	* Letters sent to Jackie Barentine and Bill Geiger, outlining discussions and plans for outreach activities in the Ozark/Northwest region. * Follow-up letters were sent to Sandra Reifeiss and Diana Cunningham to thank them for their support and reviewing points discussed during planning meeting. * Diana called to ask if Magnolia would be receptive to participating in an interagency regional or even statewide collaborative conference. She will contact Jackie Barentine and Sandra Reifeiss to ask for their cooperation and support. Diana will call by 5/6 to continue discussions. * Diana reported that Jackie Barentine would like for Part H Facilitators to be included in the training, however, training will have to be scheduled after July 1. Optional dates were identified. Diana is to call within one week to confirm the date.

June 1993	* Unable to go forward with plans as anticipated; Diana was out several weeks due to the death of her father. We tentatively set the week of Nov. 29th for training with the Ozarks Unlimited Resource Coop and the Northwest Coop. * Sent information about training to Bill Geiger and Jackie Barentine along with listing of Magnolia's services and resources. This information was also sent to participants in the AR DEC Brainstorming session. * Rec'd. newsletter article submission from Jackie Jones, DOE CSPD. The article deals with a report of the AR Comm. charged with the task of researching and making recommendations regarding issues and programs for children prenatally exposed to drugs. Evelyn sent thank you letter to J. Article will appear in the Oct. issue.
July 1993	* Rec'd. letter from Jackie Barentine thanking Magnolia for our recent communication re: the planned Dec. training. It will be early spring before Part H staff could be involved in training.
August 1993	* Cont. discussions with Diana re: B P workshops in Nov/Dec. * Sent letter to J. Barentine to acknowledge her letter and offer Mag. assistance during the spring and summer months.
September 1993	* Cont. communication with Diana. Sent draft outlines for presentations.
October 1993	* Included J. Jones article in newsletter, issue #7. * Rec'd. "Process Model" from Ozarks...Council. This will be helpful as we finalize plans for three-day training to include agency administrators, program directors, service providers (professionals and paraprofessionals) and parents.
November 1993	* Finalized plans for the Ozarks 3-day training and two days program visits, Nov. 29 - Dec. 3. * Met Mary Frances Edwards, Early Childhood Coordinator at the Northwest Co-op.
December 1993	* The week in Fayetteville and Harrison was very productive. Twelve new programs were added to list of AR participating programs. Follow-up letters, resources, and small group reports were sent to all programs represented. Names were added to mailing list. * Session evaluations and participants' requests for future training were went to: D. Cunningham, M. F. Edwards, J. Barentine, S. Reifeiss, D. Sydoriak, B. Geiger, and M. K. McKinney. * Submitted proposals for two sessions at the AR DEC Conference scheduled for Little Rock in April.

January 1994	* Sent letters to D. Cunningham and M. F. Edwards outlining possibilities for returning for follow-up support and training in May or June. * D. Cunningham sent pictures from the Harrison workshops and a letter indicating a preference for mid-june for follow-up visit. The topic selected is Family Involvement.
February 1994	* Talked with Diana and sent a packet of Family materials for her review in planning the June training.
March 1994	* Had letter from D. Cunningham. She has shared information about Magnolia and the workshops with other Co-op Early Childhood Coor. in the state. * Sent letters to M. F. Edwards, Lowell Collins and Lou Jasper (Benton Co. Sunshine School), and Nancy Redman (Children's House) with the proposed dates for the Northwest/Ozarks Co-op trainings. * Received call from Colleen Jackson, North Central Co-op, asking about the possibility for Magnolia to provide training in August. Tentative dates and topics were discussed. * Received a call from Theda Martin, Miss Polly's Learning Center (child care) asking about the possibility of Magnolia providing training in the early fall for child care providers seeking information to serve young children with disabilities. * Had a call from Nancy Redman to express an interest in her staff's participation in the June training. * Letters were sent in response to calls from Colleen, Theda, and Nancy.
April 1994	* Sent draft outlines for NC Co-op training in August to C. Jackson. * Received a call from M. F. Edwards expressing her interest in training for the N.W. Co-op staff on Functional Programming. A draft outline was sent for her review. Dates and content will be finalized in early May. * Attended the AR DEC Conference in Little Rock. Magnolia presented two sessions and had the opportunity to make new contacts as well as the opportunity to talk with others we had met previously. * Sent follow-up letters and materials and added names to mailing list. * Mary Kaye McKinney has changed agencies; she is now with the AR Dept. of Ed. and will be working on preschool transitions.
May 1994	* Continued discussions with D. Cunningham, M. F. Edwards, and C. Jackson regarding plans for Magnolia workshops in the three co-op regions that are scheduled for June and August.

June 1994	* Presented all-day workshops on communication with families and among agencies in Harrison (Ozarks Co-op) and curriculum in Fayetteville (NW Co-op). Left copies of Magnolia training modules, rural conference Proceedings and other resources with M. F. Edwards (NW Co-op). Sent evaluation data and thank-you letters to D. Cunningham and M. F. Edwards. * Finalized plans for the NC workshops with C. Jackson.
July 1994	* Received call from Janie Spence in W. Memphis regarding training requested by Theda Martin earlier this spring. Dates for training have been scheduled for fall of '94, after Magnolia has ended.
August 1994	* Presented two all-day workshops (1) curriculum and (2) social skills at the Northwest Arkansas Education Service Center's 1994 Extravaganza in Batesville. Most of those attending (66 on day one; 71 on day two) were child care and Head Start personnel. Copies of training modules and other resources were left with Colleen Jackson to be added to the Co-op's resources.
September 1994	* Two representatives participated in the HIdden Treasures meeting: Jeffrey Nolte and Wanda Stovall. * Sent Laura Sparks, Early Childhood personnel, journal resources and working with families packet
Extension October 1994 - April 1995	** Dissemination of Best Practices Resources ** Involvement in ongoing networking between/among providers & families * Dissemination of Hidden Treasures Proceedings * Technical assistance and training, as requested * Inform Arkansas personnel that video resources have been transitioned to Tennessee Part H monitors ** Involvement in subcommittees/organizations continued

ARKANSAS disk/ARCONTAC

KENTUCKY
Magnolia Circle Advisory Board

Germaine O'Connell	Cabinet for Human Resources, Part H Staff
Debbie Schumacher	Department of Education, Preschool Branch Manager
Angela Hawkins	Department of Education, Preschool Consultant
Marge Allen	Former Part H Staff
Laurel Walls	Department of Social Services, Day Care
Vicki Stayton	ICC Co-Chair; Western Kentucky University Faculty
Paulette Logsdon	KY SPIN (Parent Training & Information Center)
Nancy Cully	KY Early Intervention Service (KEIS) Coordinator
Carol Schroeder	KEIS Coordinator
Beth Rous	Project STEPS Multistate Outreach
Brenda Mullins	Kentucky STEPS Project
Judy Sparks Emma Nehring Sandy Mardis	Head Start Coordinators
Arlene Jacina	ICC Member
Pauletta Feldman	Parent and Service Provider, Visually Impaired Preschool Services
Mary Louise Hemmeter	ICC Subcommittee Chair; Faculty University of Kentucky
Sharon Brady	University of Kentucky
Elaine Leone	Faculty (Occupational Therapy) University of Kentucky
Phyllis Hall	Regional Training Center Coordinator
Janet Spencer	Director of Special Education

KENTUCKY
Overview of Major Year 1 Activities
November 1, 1991 to October 31, 1992

DATE	ACTIVITY
November 1991	* Sent notification letters to Dept. of Ed., Dept. of MR/MH - Part H, Project STEPS, SKI*HI/Insite Coordinator, Head Start, ICC Chair, Head Start (Regional office)
December 1991	* Sent letter re: 1st advisory group meeting to DOE, Part H, Project STEPS, Head Start, ICC Chair, UK Faculty Members
January 1992	* Phone calls to confirm place, dates, times for ICC meeting and our advisory meeting
February 1992	* Attended ICC meeting in Frankfort * Held advisory committee meeting after ICC meeting -- present objectives, goals of project -- Mary Louise Hemmeter and Vicki Stayton to take the lead in coordinating our activities * Part H Coordinator (Marge) put together list for advisory committee with names and addresses * Follow-up letters sent to Kentucky advisory committee members
March 1992	* Received letter from Director of SPED (East KY) wanting to be involved in advisory committee * Scheduled 2nd meeting with advisory group for April
April 1992	* Kentucky advisory committee meeting in Louisville -- decisions: training in fall through Regional Training Centers on home visiting aspect of family involvement
May 1992	* Kentucky advisory committee meeting in Lexington to plan home visit workshop -- to go through Anderson Co. RTC -- offered two times -- on in Louisville/Lexington; one in No. Kentucky * Attended KY Early Childhood Collaborative Training Committee Meeting in Lexington
June 1992	* Attended KY Early Childhood Collaborative Training Committee Meeting in Franklin * Received request for info. on Magnolia to include in state child care newsletter (LINK) -- information submitted
July 1992	* Contact with individual advisory committee members in planning specifics re: content of fall training
August 1992	* Presentations at Early Childhood Collaborative Training Conferences in Paducah and Owensboro
October 1992	* Training in Lexington and Covington -- Family Involvement and Home Visiting * Follow-up day of training held in Lexington and Covington * Request to replicate training for Berea RTC area -- will bring request to advisory committee

KENTUCKY
Overview of Year 2 Activities
November 1, 1992 to October 31, 1993

DATE	ACTIVITY
November 1992	* Presentation at Collaborative Training in Richmond
December 1992	* Attended ICC meeting in Frankfort * Presentation at Collaborative Training in Louisville * KY advisory committee meeting in Louisville -- poor attendance due to weather * Called Berea RTC to go ahead with their request for training -- set date in April to meet with supervisors re: training
January 1993	* Scheduled another advisory meeting for April
February 1993	* Sent notices our re: advisory meeting
March 1993	* Call from Vicki Stayton -- need to reschedule advisory meeting as the state is holding meeting that day on early childhood certification and most of our advisory group must go to that * Rescheduled advisory meeting for May in conjunction with the next Collaborative Conference planning meeting
April 1993	* Visit to the Christian Appalachian Program (initiated by us) in Berea * Meeting with supervisors of programs in Berea RTC area re: training -- possible dates in September -- focus of training on overview of best practices * Service provider sent input for case scenarios for use at rural conference in September
May 1993	* Attended meeting re: collaborative training for upcoming year * Met with Kentucky Advisory Committee for Magnolia -- revised outreach plans and training for upcoming year * Hosted Vicki Stayton for Tennessee Advisory Meeting -- she presented issues on early intervention staff development -- made video of her presentation for loan to others
June 1993	* Presentation at Calloway Co. RTC in Paducah on Organization of the Learning Environment
July 1993	* Contact with Carol Brooks, Berea RTC re: plans for September workshops in Lexington and Richmond
August 1993	* Request for materials on transition and families from STEPS Project -- materials from our project sent * Presentation at Kentucky Infant Toddler Conference -- Intro. to Best Practices Model Self Assessment * Continued contact with Carol Brooks, Berea RTC re: September workshops
September 1993	* Phyllis Hall sent in proposal for Tennessee Collaborative Conference (I had spoken with her about this at August conference) * 8 persons from Kentucky attended the Magnolia-sponsored rural conference

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KENTUCKY
Overview of Year 3 Activities
November 1, 1993 to October 31, 1994
Extension October 1994 - April 1995

DATE	ACTIVITY
November 1993	* Presentation at KY Collaborative Conference in Richmond, KY -- Overview of Best Practices (Through the Looking Glass) session, names added to mailing list * Met with some of Advisory Committee members re: January training -- due to additional trainings that they are planning, we moved ours to week of February 21 -- made plans with Germaine -- she arranged for sites at state parks in Eastern and Western Kentucky * Information dissminated to Ashland RTC -- BP, Working with families, video listing * Information disseminated to Paul Wirtz, Coordinator of training project at Eastern Kentucky University -- sent newsletters
December 1993	* Requested support letters for new grant; received from: Thomas Boysen, Jim Henson, Lydia Roberts, Preston Lewis, Judy Sparks, Terry Skinner, Mary Louise Hemmeter/Carol Schroeder, Elaine Leone, Pauletta Feldman, Brenda Mullins, and Beth Rous
January 1994	* Met with many of the KY folks at Combined Meetings (Beth, Vicki, Jim) * Ongoing contact with Germaine re: February training
February 1994	* Ongoing contact with Germaine re: training and logistics * Week of February 21 -- training in Eastern and Western Kentucky; follow-up materials sent out * Sent requested project resources (newsletter, video list, training modules, workshop handouts) to Gloria Blankenship, London Elementary School
March 1994	* Presentation to students in families class at Western Kentucky University * Preschool provider in Bullitt Co. Schools sent names to be added to our mailing list
April 1994	* Simpson Co. RTC called -- requested info. on BP training; materials sent -- also scheduled October date for training (they are to pay expenses) * Janet Fugate called -- Evelyn talked with her re: marketing rural services, Evelyn suggested that Janet network with Barbara Boyett and Ann Balch here in Tennessee

May 1994	* Carol Schroeder called re: resource by R. A. McWilliam -- wanted source information
June 1994	* Calls from a number of people about the grant
August 1994	* Presented at DEC/Head Start Regional Conference in Lexington * Networked with people from Kentucky
Extension October 1994 - April 1995	* Periodic contacts with 7 primary presenters who will make presentations at TN's Collaborative Conference in February; presentations made -- networking with people in Tennessee * Janet Caldwell requested project materials for class at Western Kentucky University (newsletter, brochure, handouts, workshop materials, modules) ** Dissemination of Best Practices Resources ** Involvement in ongoing networking between/among providers & families * Dissemination of Hidden Treasures Proceedings * Technical assistance and training, as requested * Inform KY personnel that video resources have been transitioned to Tennessee Part H monitors ** Involvement in subcommittees/organizations continued

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LOUISIANA
Magnolia Circle Advisory Board

Marybeth Ridgel Janice Zube	Department of Education, Preschool Programs
David Sexton	ICC Personnel Preparation Subcommittee Chair; University of New Orleans Faculty
Eileen Sonnier	Former ICC Staff
Carol Torrey	Southeastern Louisiana Faculty
Donna Embree	Louisiana School for the Deaf, Parent-Pupil Program Coordinator

LOUISIANA
Overview of Year 1 Activities
November 1, 1991 to October 31, 1992

DATE	ACTIVITY
November 1991	* Sent notification letters to DOE, ICC staff, Child Development Center, University of New Orleans (UNO), Louisiana School for the Deaf (LSD), Division of MR/DD, SKI*HI/Insite Coordinator, DEC
January 1992	* Initial calls to Marybeth Ridgel (DOE) to talk with her and plan initial visit to LA -- left messages * Call to Eileen Sonnier (ICC). She is no longer with ICC, but I was given her new number. She will update us on her replacement once the person begins. She also referred us to Debbie Braud of the Family Resource Network.
February 1992	* Spoke with Marybeth Ridgel. Set time to meet with Preschool Coordinators in May 1992. * Called Debbie Braud -- left message.
March 1992	* Letter to Dr. David Sexton (UNO) re:plans for May visit to LA * Called Debbie Braud -- left message.
April 1992	* Phone calls to Marybeth Ridgel - confirmed visit and reviewed our presentation * Letter, brochure, and newsletter sent to Debbie Braud * Letter, brochure, and newsletter sent to Jamie Ward, new ICC staff
May 1992	* Presentation on Best Practices to Regional Preschool Coordinators, Infant/Toddler staff, one person from LSD, one person from LSU Human Dev. Ctr. * Meeting with above mentioned persons to discuss mechanisms for training -- possibility of regionalized training - tentatively scheduled for last week in September * Met with Donna Embree (LSD - Parent-Pupil Program). Left information on project and Best Practices. Set training date for her staff for August. * Follow-up letters to those who attended presentation in which I requested additional names of preschool program personnel for our mailing list * Follow-up letter to Donna Embree * Phone call to Dr. Sexton. Discussed scheduling time to meet with him and ICC Personnel Prep Subcommittee -- he will talk to committee members and then talk to me later in May. * Follow-up call to Dr. Sexton -- left message. * I called Marybeth Ridgel to check re: Sept. dates. Coordinators have not met to discuss -- therefore, I requested a change as we had a request for training in Kentucky. Marybeth penciled in week of October 5. She will call after June 16 meeting with coordinators.

June 1992	* Confirmation re: August dates sent to D. Embree * Call to Dr. Sexton - left messages. He call -- discussed meeting with subcommittee in Sept. - he will let me know.
July 1992	* D. Embree sent Best Practices self-assessment forms completed by staff * Call to Dr. Sexton - set date to meet with subcommittee in August; confirmed later in month * Sent "Working with Families" resource listing to person person from Children's Hospital Educational and Support Program in New Orleans who requested it
August 1992	* Thank you to D. Embree re: completed self-assessment forms she sent * Compiled results of self-assessment forms -- sent letter to D. Embree -- spoke with D. Embree about content for inservice day * 2-day presentation made to LSD staff -- Completed planning guide -- left materials -- set tentative return for March 1993 * Follow-up letter to D. Embree and each staffperson * Meeting with LA ICC Personnel Prep. Subcmte. -- left copies of Best Practices, brochure, newsletter; possibility of working with them if a model site development project is funded * Follow-up letter to Dr. Sexton and committee members
September 1992	* Letter to D. Embree to follow-up -- we could make return visit earlier if it made sense * Call from Janet Mora, Project FOCUS at SLU - sent into and Best Practices book
October 1992	* Letter to Marybeth Ridgel -- copies of agendas & handouts from some of our training sessions included; gave update re: our activity in LA; asked her to call if wanted to discuss training * Dr. R. E. Patterson returned rural survey - sent letter thanking him and asking for continued input * Call to J. Mora -- left message

LOUISIANA
Overview of Year 2 Activities
November 1, 1992 to October 31, 1993

DATE	ACTIVITY
November 1992	* Saw Dr. Sexton at NAEYC Conf. -- The model project has been funded -- He will have coordinator call me once that person is hired * Call from J. Mora -- wants training for teachers (infant/toddler and preschool) from 7 parish area around Hammond -- is conducting needs assessment -- will get back in touch with us -- March tentative date
December 1992	* Phone contact with J. Mora -- set March 23 as training date -- topic: family involvement
January 1993	* Phone calls, draft agenda to J. Mora; changed date to March 24
February 1993	* Phone calls to J. Mora; revised agenda sent
March 1993	* Training on Family Involvement in Early Intervention and Preschool in Hammond, LA in collaboration with Project FOCUS at SLU (Project FOCUS is funded by LA Dept. of Ed.) * Follow-up letter and dissemination of materials to attendees at workshop who signed up for follow-up activities * Invited a service provider to participate on rural conference planning committee
April 1993	* Follow-up correspondence and phone calls with Janet Mora including materials on training, culture, assessment and curriculum, follow-up participants and evaluation data * Service provider sent input for case scenarios for rural conference
June 1993	* Letter to Dr. Carol Torrey, SLU asking is grant was refunded and offering our services
July 1993	* Call from Susan Benoit, Families Helping Families, requested video list and name added to newsletter mailing list * Call to Donna Embree, LSD, offered follow-up visit -- perhaps in November -- she will re-contact me
August 1993	* Request for information on Association of Home Based Early Interventionists and video list from Eileen Sonnier, Director of Family Service Center in West Feliciana Parish Schools
September 1993	* Contact with Janet Mora (now back at St. John Parish Schools); Dr. Torrey will be hiring new coordinator -- Janet requested video list * Gloria Granger, of Community Based Services, attended Rural Conference sponsored by Magnolia
October 1993	* Call from Maggie Miller, new coordinator for Project FOCUS -- would like to host another workshop with us in Spring 1994 -- she is doing needs survey -- she will re-contact us

LOUISIANA
Overview of Year 3 Activities
November 1, 1993 to October 31, 1994

DATE	ACTIVITY
November 1993	* Call and letter from Maggie Miller, new coordinator for Project FOCUS, wants us to do presentations at their workshop February 2 * Received evaluation and information for next newsletter and request for information from Paula Pete, Orleans Intervention Program, New Orleans -- sent brochure and business card with letter
December 1993	* Requested support letters for new grant -- received letters from: Leon Borne, Janie Martin, David Sexton, Janice Zube, and Carol Torrey * Ongoing contact with Maggie Miller re: February training
January 1994	* Ongoing contact with Maggie re: specifics of workshop * Saw Evelyn Johnson at Combined meetings -- introduced myself
February 1994	* Presentations at SLU on 2/2/94 -- opening session and teaming -- names added to mailing list; follow-up letters to those requesting information as well as to some regional ta folks * Letter to Taminika Odinga with info. from Isaura Barrera's session -- received reply from Taminika * Letter from Margaret Gibson (New Orleans) requesting information on project -- sent letter with newsletters, library loan, video loan, etc.
March 1994	* 3/21/94 phone call from Gloria Granger -- wants us to work with her -- saw that we had been in Hammond doing training -- I explained what is happening for the rest of this grant and our hopes for another September event; also that we have submitted another grant -- keep her informed of Sept. and contact her if we get new grant * 3/24/94 phone call from Phyllis Landry, Gloria's coordinator in New Orleans, wants to be added to mailing list and wants to receive info. on September event
June 1994	* Call from Gloria Granger re: September meeting -- will put in to come; said last year was the best conference she's been to

September 1994	* Journal listing sent to Ellen Ratcliff, Southeastern Louisiana University * Journal listing sent to Teresa Scott, Louisiana State University Medical Center
Extension October 1994 - April 1995	* Mary Jo Smith called re: information on family and IFSP video * Leslie Lee, parent, called re: resources for her child with autism -- I gave names of some people over the phone, and others, both nationally and state, I sent to her ** Dissemination of Best Practices Resources ** Involvement in ongoing networking between/among providers & families * Dissemination of Hidden Treasures Proceedings * Technical assistance and training, as requested * Inform Louisiana personnel that video resources have been transitioned to Tennessee Part H monitors ** Involvement in subcommittees/organizations continued

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MISSISSIPPI
Magnolia Circle Advisory Board

Nancy Artigues Ashley Kullman	Department of Education, Preschool Programs
Hope Bacon	Department of Health, Part H Coordinator
Chris Francl	Department of Health, Public Awareness Staff
Kathleen Campbell	Immediate Past Chair of State ICC, University of Southern Mississippi Faculty
Stella Fair	Project COACH Principal Investigator, University of Southern Mississippi Faculty
Jane Siders	University of Southern Mississippi, University Affiliated Program
Valerie Campbell	Region IV Head Start Resource Access Project
Carl Brown	President, State Day Care Association

MISSISSIPPI
Overview of Year 1 Activities
November 1, 1991 to October 31, 1992

DATE	ACTIVITY
November 1991	* Sent notification letters to DOE, Health, ICC Chair, DEC President, UAP, Region IV RAP, MS Medical Center for Communicative Disorders, SKI*HI/Insite Coordinator
January 1992	* Met ei/preschool agency personnel at State Capitol in Jackson * Met to informally discusss project with Hope Bacon, Nancy Artigues, Valerie Campbell, Kathleen Stremel * MS DEC Conference -- presented 3 hour session on Activity-Based Programming
February 1992	* Follow-up letters sent to those who met with us during meeting * Written resources sent to 3 programs (result of meeting at state capitol and conference)
March 1992	* MS Networking Conference -- attended and displayed poster * After conference, met with key personnel (Chris Francl, Hope Bacon, Kathleen Stremel, Jane Siders, Stella Fair, Valerie Campbell) to discuss options re: training and ta; outlined a number of strategies; left copies of Best Practices book; left copies of training modules * Chris Francl to be our contact from the group * Sent follow-up letters to those who met with us
April 1992	* Attempted to setup another meeting with Chris Francl, Dept. of Health -- she could not do so -- asked her to contact us
May 1992	* Wrote letter to support Dr. Stella Fair's Project COACH (USM/UAP) -- we will work cooperatively with them if they are funded
June 1992	* Two persons contacted us for "Working with Families Resource Listing" after write-up in newsletter
August 1992	* A parent (who coordinates a parent support group) contacted us for information on working with families
September 1992	*Dr. Stella Fair called to let us know her grant was funded; will discuss more specifics at later date * Contact made by letter with 3 programs again (see Jan/Feb) -- sent resource listing
October 1992	* The following people were contacted by letter with enclosures of agendas, handouts, follow-up activities from training sessions that we have conducted in other states (to provide some more concrete ideas for our role in MS): Stella Fair, Kathleen Stremel, Valerie Campbell, Nancy Artigues, Hope Bacon * We contacted Anne Presley at the Association of Developmental Organization of Mississippi after seeing information about the group in the CEC booklet Rural, Exceptional, At Risk

MISSISSIPPI
Overview of Year 2 Activities
November 1, 1992 to October 31, 1993

DATE	ACTIVITY
November 1992	* Project COACH (Dr. Stella Fair's grant) begins -- we will coordinate out efforts with them
December 1992	* Set Feb. 19, 1993 date to visit site in Moss Point, MS with Project COACH staff
January 1993	* Saw Hope Bacon and Stella Fair at Combined Projects Meeting in Washington, DC * Hope talked briefly about possibility of our involvement with training on assessment and evaluation -- asked me to call her later * Contact made with Program Developer in Moss Point site -- sent her project materials including Best Practices * A parent contacted us for information on autism
February 1993	* Visit to program in Moss Pt. with Project COACH staff -- discussed coordination of efforts -- Program Developer to use Best Practices self-assessment with program staff and parents and then contact us
March 1993	* Sent letter to Hope Bacon re: possibilities for training for our last year of the project * Invited service provider to participate on rural conference planning committee * Follow-up call to Moss Point site -- left message
April 1993	* Service provider sent information on case scenario for rural conference * Follow-up call to Moss Point site -- staff still completing self-assessment - she will get/send information to me soon * Phone with Project COACH staff re: Moss Point site * Submission (for next newsletter) by Coordinator of Early Intervention Institute for Disability Studies re:training program * Submission (for next newsletter) by MS Parent Advocacy Center Interim Director re: home-based training for parents
May 1993	* Continued efforts to coordinate with Moss Point site -- self-assessment not completed yet
June 1993	* Stella Fair asked us to be involved in Project COACH Summer Institute August 9-11, 1993 -- accepted, plans to be developed

July 1993	* Continue plans to Project COACH Institute * Call from Jamie Stricklin, Mississippi Dept. of Ed. Parent Consultant, requesting information/materials on home visiting -- materials sent
August 1993	* Presented at Project COACH Institute -- Teaming and Consensus Building * Sent follow-up memo to Institute participants and Project COACH staff
September 1993	* Phone contact with Stella Fair * Mary Moore, Dept. of Health, Children's Medical Program, attended Rural Conference sponsored by Magnolia

evaldisk/ms2

MISSISSIPPI
Overview of Year 3 Activities
November 1, 1993 to October 31, 1994
Extension October 1994 to April 1995

DATE	ACTIVITY
November 1993	* Phone contact with Stella Fair (Evelyn) -- gave Alabama contacts * Received card with Michelle Masterson's name and address (Health regional office northern Mississippi) from Fay Russell -- I sent letter to Michelle with brochure, newsletters, etc. -- Michelle called, requested info. on TN Part H; I referred her to Sarah Willis
December 1993	* Made contact with key individuals re: support letter for new grant -- Received letters from: Hope Bacon, Jamie Stricklin, Mary Moore, Kathleen Stremel, and Stella Fair
January 1994	* Met with Stella and Lisa at Combined Meetings * Call from parent in Gulfport -- referred her to local resource persons and Stella
February 1994	* Lisa came to SWALEIC presentation in Mobile on 2/4/94 * Call from Lisa -- wants us to participate in August institute
March 1994	* Lisa called re: institute -- wants us to focus on activity-based programming, functional goals, etc. -- August 29 and 30 * Call from Stella -- general info. shared; MS infant-toddler bill may go through their legislature; MSDEC now doing workshops and technical assistance -- active again.
April 1994	* Ongoing contact with Project Coach Staff (Lisa,Stella, Margie) * Call from Stella to send information on curriculum programming to Brenda Williams (Head Start)
May 1994	* Contact with Hope Hendricks Bacon re: newsletter article on Mississippi's Part H Program
June 1994	* Ongoing contact with Project Coach staff re: August presentations at Summer Institute
July 1994	* Ongoing contact with Project Coach
August 1994	* Presentations made at Coach workshop on curriculum programming and activity-based programming
Extension October 1994 - April 1995	* Contact with Stella re: request for information on Tennessee's Collaborative Conference -- info. sent * Request form Lisa for copy of completed TN IFSP (identifying information deleted) -- sent ** Dissemination of Best Practices Resources ** Invd. in ongoing networking between/among providers/ families * Dissemination of Hidden Treasures Proceedings * Technical assistance and training, as requested * Inform Mississippi personnel that video resources have been transitioned to Tennessee Part H monitors ** Involvement in subcommittees/organizations continued

TENNESSEE
Magnolia Circle Advisory Board

Joseph Fisher	Department of Education, Assistant Commissioner
Larry Durbin	Department of Mental Health/Mental Retardation, Assistant Commissioner Mental Retardation Services
Wesley Brown	Chair ICC; East Tennessee State University Faculty
Janet Camp	Department of Human Services, Day Care Services
Marsha Neuenschwander	Department of Health
Janet Coscarelli	Tennessee Commission on Children and Youth
Elizabeth Gerlock	Deparment of Mental Health/Mental Retardation, Community Services
Keytha Jones	Community Rehabilitation Agencies, Director
Carolyn Williams	Head Start Coordinator
Grayson Walker	University of Tennessee-Chattanooga, Acting Provost and Vice Chancellor for Academic Affairs; TEIS Region 3 Grantee
Eva Horn	Peabody College of Vanderbilt University, Faculty
Samuel Odom	Peabody College of Vanderbilt University, Faculty
William Brown	John F. Kennedy Center, Assistant Director of Professional Services
Noah Roark	Service Provider Region 1
Pam Potocik	Service Provider Region 2
Myrna Barker	Service Provider Region 3
Carlanna Gill	Lee College Faculty; Former Service Provider Region 3
Ronnie Webb	Service Provider Region 4
Dean Richey	Tennessee Technological University Faculty; TEIS Region 4 Grantee; Service Provider Region 4
Bruce Smith	Service Provider Region 5
Sarah Hunt	Service Provider Region 6
Sharon Wenz	University of Tennessee-Martin; TEIS Region 7 Grantee; Service Provider Region 7
Bob Harbin	Service Provider Region 8
Fay Russell	University of Tennessee-Memphis; Service Provider Region 9
Jo-Ann Hinkle	Tennessee Early Intervention Network for Children with Disabilities Chair; Service Provider Region 9
Jeff Hanover	Tennessee Division of Early Childhood President; Service Provider Region 9

TENNESSEE

Overview of Years 1, 2, and 3 Activities
November 1991 through October 1994

DATE	ACTIVITY
Year 1 November 1991 - October 1992	** Dissemination of Best Practices Resources ** Involvement in ongoing networking between/among providers & families * Attended Fifth Annual Leadership Conference on the Least Restrictive Environment in Nashville * Presentation at the Community Mental Retardation Agency (CMRA) Annual Staff Development Conference in Nashville * Videotaped presentations at the CMRA conference * * Participated in planning the 12th Annual Conference of the Tennessee Early Intervention Network for Children with Handicaps (TEINCH). Handled registration for conference * Presentation at TEINCH conference * * TEINCH Board Member * * Project HELP Advisory Board * * Project Guidance Steering Committee, a multi-agency collaborative effort to provide regional training to early childhood personnel in the South Central Tennessee Early Intervention System (TEIS) * * Participated on the TEIS Region 5 Advisory Board * * Participated on the CMRA Subcommittee on Early Intervention. This committee worked with staff from the Department of Mental Health/Mental Retardation on the revision of standards and development of quality assurance guidelines for family-focused, community-based early intervention services. * * Participated on the Tennessee Early Childhood Training Alliance (TECTA) Steering Committee to develop a comprehensive statewide system for training early childhood personnel * Presentation at the Fall Conference of the South Central Association on Young Children in Shelbyville * * Staff member elected to serve as treasurer of the TN DEC * Provided on-site consultation at Daniel-McKee school in Murfreesboro * Presentation in Introduction to Special Education class at Peabody * * Participated on the Kennedy Center Early Intervention and Family Support Planning Committee * * Helped organize and participated in the Middle Tennessee Early Childhood Share Group * * MTASH Board Member * * Attended TN ICC Meetings * Facilitator for DMH/MR Community Services Transition Workshop * Presentation at DMH/MR Community Services Cluster Meeting in Gallatin

Year 2 November 1992 - October 1993	** Dissemination of Best Practices Resources ** Involvement in ongoing networking between/among providers & families * Presentation at Williamson County Schools Inservice in collaboration with DMH/MR Community Services * Presentation at Project Guidance Workshop in Winchester * Summer Videotape/Film Festival for Share Group * * CMRA Subcommittee on Early Intervention for the revision of DMH/MR standards and development of quality assurance guidelines * * Project HELP Advisory Board * * Project Guidance Steering Committee * * Planning Committee for the Collaborative Conference on Young Children with Special Needs * Presentation at First Collaborative Conference * Attended Fall Conference of the Tennessee Outreach Project for Children and Youth Experiencing Dual Sensory Impairments (TREDS) * Presentation at the Tennessee Association on Young Children (TAYC) Annual Conference * Presentation at the MTASH/ARC Fall Conference * * CMRA Subcommittee on Early Intervention Funding * Tennessee Advisory Committee for the Magnolia Circle Project * * LINK Network Steering Committee * Presentation at LINK Training * Technical assistance for Tennessee Infant Parent Service (TIPS) regional coordinators training * On-site consultation at the Center for Child Development in Jackson * Presentation Tennessee Technological University Summer Institute * * Middle Tennessee Early Childhood Share Group * Co-sponsored Share Group film festival * Presentation at the South Central AYC Fall Conference in Chapel Hill * * TEIS Region 5 Advisory Board * * TEIS Region 6 Advisory Board * * TECTA Steering Committee; Curriculum subcommittee * * TN DEC Board Member * * MTASH Board Member * Presentation at Nashville Area Association On Young Children (NAAYC) Early Childhood Conference * Attended Family Literacy Workshop

Year 3 November 1993 - October 1994	** Dissemination of Best Practices Resources ** Involvement in ongoing networking between/among providers & families * Attended Arc/MTASH Fall Conference; videotaped several sessions * Presentation at Early Intervention Training at the University of Tennessee Boling Center for Developmental Disabilities in Memphis * Co-sponsored and presented at the Upper East Regional Workshop in Greeneville in collaboration with TREDS and Laughlin Memorial Hospital Infant/Toddler Program * On-site visits to De Kalb Co. Preschool, Special Kids in Memphis, Project Help in Murfreesboro, and Foundations in Dickson * Presentation at Project HELP Parents Meeting * * Project HELP Advisory Board * * TECTA Steering Committee; Curriculum subcommittee * * LINK '94 Steering Committee * Facilitators at LINK '94 training * * CMRA Subcommittee on Early Intervention for the revision of DMH/MR standards and development of quality assurance guidelines * * CMRA Subcommittee on Early Intervention Funding * * TEIS Region 5 Advisory Board * * TEIS Region 6 Advisory Board * * Middle Tennessee Early Childhood Share Group * * Tennessee Collaborative Conference Planning Committee * Presentations at Second Collaborative Conference ** TN DEC Board Member * Participated in Department of Human Services (DHS) CDBG proposal planning/hearings * Participated in DHS CDBG infant/toddler care grant reviews * Presentations at NAAYC Early Childhood Conference
Extension October 1994 - April 1995	** Dissemination of Best Practices Resources ** Involvement in ongoing networking between/among providers & families * Dissemination of Hidden Treasures Proceedings * Technical assistance and training, as requested * Transition of video resources to Tennessee Part H monitors ** Involvement in subcommittees/organizations continued

* Single events
* * Ongoing throughout-the-year events

APPENDIX B

"Best Practices" Materials

Sample from Component I: Curriculum Programming

Self-Assessment Form

Using the Self-Assessment Form and Planning Guide

Planning Guide: Philosophy and Issues

DeStefano, D.M., Howe, A. G., Horn, E. M., & Smith, B.A. (1991). Best practices: Evaluating early childhood special education programs. Tucson, AZ: Communication Skill Builders.

Component 1: Key Terms

➤ Environment

Where the child lives and plays, such as:

- home (bathroom, bedroom, living room . . .)
- school (gym, classroom, play area, snack area . . .)
- hospital (NICU, pediatrics . . .).

➤ Curricula

All the activities that are appropriate and necessary to help the child develop.

➤ Functional Curricula

Teaching the skills that are useful and purposeful for the child in settings that are as nearly normal as possible.

➤ Ecological inventory/environmental assessment

An assessment which considers the importance of the child's *present* and *future* environments.

➤ Naturally occurring cues

Any cues in the environment that may help the child recognize *when*, *where*, and *why* to use a particular skill. (Seeing a cup, the child makes a motion to pick it up to drink. The cup is a naturally occurring cue to take a drink.)

➤ Activity-based programming

Programming in which skills targeted for instruction are scheduled for training within activities. Activity-based programming:

- occurs throughout the day
- occurs across a variety of individuals
- occurs within a variety of contexts
- makes use of naturally occurring circumstances
- uses a variety of materials.

➤ Antecedent

An event that happens before a child exhibits a behavior. The child's behavior may or may not be influenced by or related to the event.

behavior related to event
event: child sees his or her mother
behavior: child says *ma-ma*

behavior not related to event
event: lightning flashes across the sky
behavior: child says *cookie*

➤ Consequences

Events following a child's behavior which strengthen, maintain, or lessen the behavior.

Best Practices

Evaluating Early Childhood Special Education Programs

Self-Assessment Form

Completed by _____ Date _____

Component 1: Curriculum Programming

This is an important part of my program. | I'd like my program to improve in this area. | I'm not sure why this is important. | I'd like more information on this.

Child-Centered Assessments

☐ ☐ ☐ ☐ Do assessments consider the child's:
- needs in the current environment?
- current level of functioning?
- potential needs in future environments?

Curriculum Content

☐ ☐ ☐ ☐ Are skills chosen for training:
- useful for the child now?
- appropriate for the child's developmental age?
- teachable during various activities?
- intended to increase the child's ability to interact with people and things?
- taught during times in which using the skill is appropriate and makes sense?

☐ ☐ ☐ ☐ Are goals and objectives embedded into both naturally occurring daily activities and planned activities?

IEPs and IFSPs

☐ ☐ ☐ ☐ Do the IEPs and IFSPs you write—
1. Reflect family concerns, strengths, and needs?
2. Set objectives based on an analysis of the child assessments and the ecological inventory?
3. Identify training needs that are:
   - useful?
   - immediately applicable?
   - appropriate to the child?
   - appropriate to the family?
4. Allow the child to join in an activity even though unable to perform the skills without help?

Component 2: Organization of the Learning Environment

This is an important part of my program. | I'd like my program to improve in this area. | I'm not sure why this is important. | I'd like more information on this.

Settings

☐ ☐ ☐ ☐ Are settings based upon the individual needs of the child and family?

☐ ☐ ☐ ☐ Settings should be flexible, because those needs change over time. Are yours?

☐ ☐ ☐ ☐ Is your use of space efficient and safe? Do you have:
- clearly posted general safety guidelines?
- clearly delineated areas (listening/reading area, academic area, art area . . .)?
- adequate space to move about?
- appropriate modifications in place (door closed to reduce noise, adequate lighting, carpeted area)?

Organization of Instruction

☐ ☐ ☐ ☐ Does the schedule:
- assign staff responsibilities?
- assign children to activities and classroom areas?
- allow adequate time for each activity?
- allow the use of appropriate equipment and materials?

☐ ☐ ☐ ☐ Are activities organized to:
- reflect the educational needs of each child?
- address appropriate educational objectives throughout the day?
- provide a balance of 1-to-1, small-group, and large-group instruction?
- promote integration with typical peers?

☐ ☐ ☐ ☐ Are activities:
- appropriate to the needs of the child and family?
- useful to the child?
- making use of naturally occurring cues?

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DeStefano, D. M., Howe, A. G., Horn, E. M., & Smith, B. A. (1991). Best practices: Evaluating early childhood special education programs. Tucson, AZ: Communication Skill Build

Using the Self-Assessment Form

Look through the table of contents and select the components that pertain to your own needs and those of your program. Rank those components by order of importance and turn to the highest-ranked. Read the key terms and discussion, then complete the companion section of the self-assessment form. Then do the same for the other components.

Four statements are given in response to the questions on the self-assessment form; mark them as they apply to your program. The statements are not mutually exclusive—you may want to mark more than one.

Here are the criteria for selecting each statement:

Statement	Criteria for selection
This is an important part of my program.	The information reflects an important aspect of your current program.
I'd like my program to improve in this area.	Your program could benefit by some or all of the ideas or information.
I'm not sure why this is important.	You are not sure that the information is relevant to your program or why it is said to be important.
I'd like more information on this.	You would like additional information about: • the type of information that is available • sources of additional information.

Using the Planning Guide

Included in this book (see p. 76) is a reproducible planning guide to help you summarize your findings and develop a strategy to make whatever improvements you find necessary. (A sample completed planning guide is on p. 74 of the appendix.)

To use the planning guide:

1. Review the items you have checked in each of the component sections of the self-assessment form.
2. Determine which items from each component are most important to you, your program, and your staff, and assign a priority to each.

Example 1 — In the social skills component, you checked many items for which you would like more information or in which you would like your program to improve. Social skills should be your first priority.

Example 2 — You checked only one item in the transition section, but you believe that that item is particularly important for your current needs. That item would become your first priority.

Example 3 — You checked "This is an important part of my program" throughout the support services section. You and your staff might like to share your methods and procedures with other early-childhood professionals in your area. This may well become your first priority.

3. List the specific actions that will change priorities into realities. Be sure to include **who is responsible** for each action, and **when** completion is expected. You may make additional copies of the self-assessment form and planning guide, as needed.

DeStefano, D.M., Howe, A.G., Horn, E. M., & Smith, B.A. (1991). Best practices: Evaluating early childhood special

Planning Guide: Program Philosophy

Priority	Specific Aspects of Components	Plan of Action: Who? What? When?
#1	Family Involvement How will we involve families in the whole process of service delivery?	Program and family representatives will use the Implementing Family-Centered Services in Early Intervention: A Team-Based Model for Change materials to focus on the six "Key Questions Regarding A Family Orientation" on a weekly basis, beginning within the next two weeks. The outcome: revise program policy.
#2	Support Services We want to learn about various team models and their implications for family involvement.	In preparation for the meeting on Key Question #4 (priority #1), program staff will seek resources on team models from regional technical assistance coordinators to share with staff and family representatives.

Magnolia Circle Outreach Project (1993)

APPENDIX C

Presentation Data -- Numerical Summary

Table of Presentations

Sample Follow-up Activities

Table of Follow-up Activities

Magnolia Circle Outreach Project
Presentation Data Summary
11/1/91 to 10/31/94

STATE	Year 1 11/1/91-10/31/92	Year 2 11/1/92-10/31/93	Year 3 11/1/93-10/31/94	TOTALS
Alabama	4	10	2	16
Arkansas	3	2	9	14
Kentucky	4	6	5	15
Louisiana	2	2	2	6
Mississippi	2	4	2	8
Tennessee	10	10	13	33
TOTALS	25	34	33	92

Presentations Out-of-Region (DC and MO) = 4

Total Number of Presentations = 96

Total Number of Times Others Were Involved in Presentation = 20 = 21% of the time

Total Number of Times Parents/Family Members Involved in Presentation = 6 = 6% of the time

Eval disk1/presum

Magnolia Circle Outreach Presentations

State	Date/Place	Forum (Natl, State, etc.) and # Participants	Role	Other Presenters Involved with Magnolia Project	Title	Follow up Activities
TN	11-8-91 Nashville DMH/MR Preschool Inservice	Regional 60 persons	Presenter Facilitator	No	The Nuts and Bolts of Home Visiting	No
MO	11-13-91 DEC Conference St. Louis	National unknown #	Poster	No	Best Practices in Early Intervention	No
TN	11-20-91 Nashville Peabody College	Local 50 persons	Presenter	No	Best Practices in Early Childhood SPED	No
TN	1-17-92 Nashville DMH/MR Preschool Inservice	Regional 60 persons	Facilitator	No	Transitions	No
MS	1-30-92 Jackson SPED Super Conference	State 10 persons	Presenter	No	Activity-Based Programming	No
TN	2-7-92 Hats Preschool Gallatin	Regional 6 persons	Presenter	No	Preschool Assessment Tools	No
AR	3-13-92 Little Rock AR-DEC Conference	State 50 persons	Presenter 3 hour mini-workshop	No	Activity-Based Programming	No
TN	3-20-92 Nashville DMH/MR Preschool Inservice	Regional 50 persons	Facilitated & Assisted in organizing	Yes -- DMR Preschool Providers	Working with Families	No
MS	3-23-92 Jackson Early Childhood Networking Conference	State unknown #	Poster	No	Magnolia Circle Outreach	No
TN	4-1-92 Nashville CMRA Conference	State 35 persons	Presenter	No	What's Developmentally Appropriate for Infants and Toddlers	No

State	Date/Place	Forum (Natl, State, etc.) and # Participants	Role	Other Presenters Involved with Magnolia Project	Title	Follow up Activities
TN	4-15-92 Nashville Peabody College	Local 50 persons	Presenter	No	Best Practices in Early Intervention	No
LA	5-5-92 Baton Rouge DOE Regional Preschool Coordinators	State Reps 13 persons	Presenter	No	Using Best Practices Tools Curriculum Programming	Yes
AL	6-11-92 Birmingham As part of CSPD	Regional 60 persons	Presenter	No	Teaming for Successful Coordination of Assessment & Program Planning	Yes
TN	6-17-92 Murfreesboro TEINCH Conference	State 40 persons	Poster & Presenter	No	What's Developmentally Appropriate for Infants and Toddlers	No
AR	8-6-92 Little Rock Special Show	State 30 persons	Presenter	No	Best Practices in Early Childhood Special Education	Yes
AR	8-7-92 Little Rock Special Show	State 30 persons	Presenter	Yes - Dr. Joyce Maar, MTSU	Developing Social Interaction Skills	No
KY	8-6-92 Paducah Regional Training Institute	Regional 15 persons	Presenter	No	Shake, Rattle, & Roll: What's Developmentally Appropriate for Infants & Toddlers	No
KY	8-7-92 Owensboro Regional Training Institute	Regional 55 persons	Presenter	No	Shake, Rattle, & Roll: What's Developmentally Appropriate for Infants & Toddlers	No
D.C.	8-9-92 Washington Partnerships for Progress	National unknown #	Poster	No	Magnolia Circle Outreach	No
LA	8-18 + 19-92 Baton Rouge Louisiana School for the Deaf	State Reps. of Program 6 persons	Presenter Facilitator	No	Review of Self-Assessment Working Strategies for Change	Yes

State	Date/Place	Forum (Natl, State, etc.) and # Participants	Role	Other Presenters Involved with Magnolia Project	Title	Follow up Activities
TN	9-19-92 Shelbyville	Regional 15 persons	Presenter	No	Developing Positive Relationships with Parents	No
KY	10-1-92 and 10-29-92 Lexington	Regional 28 persons	Presenter Facilitator	Yes - 3 parents	Family Involvement and Home Visiting	Yes
KY	10-2-92 and 10-30-92 Covington	Regional 22 persons	Presenter Facilitator	Yes - 2 parents	Family Involvement and Home Visiting	Yes
AL	10-15-92 Montgomery	Regional 30 persons	Presenter	Yes - From Local Council	Family-Centered IFSP Development	No
TN	10-16-92 Nashville	Regional 25 persons	Presenter	Yes - Dr. Eva Horn, Peabody	Functional Programming Across Inclusive Environments	No
AL	10-17-92 Scottsboro	County 47 persons	Presenter	No	Shake, Rattle, & Roll	No
AL	10-19-92 Tuscaloosa	Local 20 persons	Presenter	No	Teaming for Successful Coordination of Assessment and Program Planning	No
TN	11-4 to 11-7-92 Nashville	State 32 persons	Presenter	No	Let's be Friends	No
LA	11-13-92 New Orleans	National 15 persons	Presenter	No	Partnerships with Parents through Collaboration	No
KY	11-20-92 Richmond	Regional 31 persons	Presenter	No	Shake, Rattle & Roll	No
TN	11/25/92 Franklin	Local 6 persons	Presenter	No	Preschool Curriculum Programming	No
AL	12-1-92 Huntsville	Local 15 persons	Presenter	No	Developmentally Appropriate Activities for Integrating Infants & Toddlers into Child Care	No

State	Date/Place	Forum (Natl, State, etc.) and # Participants	Role	Other Presenters Involved with Magnolia Project	Title	Follow up Activities
AL	12-1-92 Madison	Local 15 persons	Presenter	No	Shake, Rattle & Roll	No
DC	12-3 to 12-6-92 Washington, DC	National unknown #	Poster	No	Best Practices in Early Intervention	No
TN	12-5-92 Winchester	Local 14 persons	Presenter	No	Behavior Management	No
AL	12-9-92 Montgomery	Regional 30 persons	Presenter	Yes - *Local Coordinating Council *Parent	Using Family-Centered Principles in Case Management	No
KY	12-11-92 Louisville	Regional 18 persons	Presenter	No	Shake, Rattle, & Roll: What's Developmentally Appropriate for Infants and Toddlers	No
AL	1-13-93 Mobile	Regional 17 persons	Presenter	No	Teaming for Successful Coordination of Assessment and Program Planning	Yes
TN	2-6-93 Nashville	State 40 persons	Presenter	No	Examining Help Givers' Attitudes in Early Intervention Practices	Yes
AL	2-20-93 Fairhope	Local 25 persons	Presenter	No	Shake, Rattle, & Roll: Developmentally Appropriate Practices, Activities, and Materials for Young Children	No
AL	3-11-93 Birmingham	Regional 49 persons	Presenter	Had planned to have Director of Special Kids, Memphis as co-presenter. She was ill, however.	Family-Centered Home Visiting	Yes
AL	3-12-93 Mobile	Regional 15 persons	Presenter	Had planned to have Director of Special Kids, Memphis as co-presenter. She was ill, however.	Family-Centered Home Visiting	Yes
LA	3-24-93 Hammond	Regional 44 persons	Presenter	No	Family Involvement in Early Intervention and Preschool	Yes

State	Date/Place	Forum (Natl, State, etc.) and # Participants	Role	Other Presenters Involved with Magnolia Project	Title	Follow up Activities
MS	3-25-93 Biloxi	Southeast Regional 40 persons	Presenter	No	Shake, Rattle, & Roll: Developmentally Appropriate Practices for Infants and Toddlers	No
MS	3-26-93 Biloxi	Southeast Regional 22 persons	Presenter	No	Developing Partnerships with Parents through Collaboration	No
AR	4-15-93 Little Rock	State 6 persons	Presenter	Yes, due to nature of session	Brainstorming Session: Planning Regionalized Activities	NA
AR	4-16-93 Little Rock	State 50 persons	Presenter	No	Shake, Rattle, & Roll: Developmentally Appropriate Practices for Infants and Toddlers	Yes, Resource listing
AL	5-6 to 5-7-93 Tuscaloosa	Local 15 persons	Facilitator	Yes, Bruce Smith, Director Preschool, Outlook Nashville	Activity-Based Programming	Yes
KY	6-2 and 6-3-93 Paducah	Regional 15 persons	Presenter	No	Organization of the Learning Environment	Yes
TN	6-10-93 Nashville	Local 30 persons	Presenter	Yes, Dara Howe, parent; and Judy Yandell, Franklin City Schools	Building Relationships with Families	No
AL	7-12 and 7-13-93 Birmingham	Southeast Regional unknown #	Presenter	Yes, JoAnn Hinkle, Director, Special Kids, Memphis	Examining Help Givers' Attitudes in Early Intervention Practices	No
TN	7-22-93 Cookeville	Regional/ Local 35 persons	Presenter	No	1) Organization of the Learning Environment 2) Developing Positive Interaction Skills in the Inclusive Early Childhood Setting	Yes
TN	8-6-93 Nashville	Local 20 persons	Presenter	No	Shake, Rattle, & Roll: Developmentally Appropriate Practices for Infants and Toddlers	No
MS	8-9 to 8-11-93 Hattiesburg	Regional 25 persons	Presenter	No	1) Transdisciplinary Teaming 2) Reaching Group Consensus	No

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State	Date/Place	Forum (Natl, State, etc.) and # Participants	Role	Other Presenters Involved with Magnolia Project	Title	Follow up Activities
KY	8-26 to 8-27-93 Lexington	Statewide 20 persons	Presenter	No	Through the Looking Glass: Reflecting on Best Practices	No
KY	9-16-93 Lexington	Regional 12 persons	Presenter	No	Overview of Best Practices Focus on Family Involvement Teaming (Support Services)	Yes
KY	9-17-93 Berea	Regional 9 persons	Presenter	No	Overview of Best Practices Focus on Family Involvement Teaming (Support Services)	Yes
TN	9-18-93 Chapel Hill SCAYC	Regional 30 persons	Presenter	No	Developing Positive Techniques for Behavior Management	No
TN	9-30-93 and 10-1-93 Nashville	Southeast Region 37 persons	Facilitator	Yes, Dr. Sue Forest, Rural Institute, Montana	Rural Service Delivery Conference	Yes
TN	10-18-93 Murfreesboro	Local 10 persons	Presenter	No	Understanding the Young Child's Communication	No
AL	10-20 and 10-21-93 Birmingham	Statewide unknown #	Poster	No	Magnolia Circle Outreach	No
TN	11-4-93 Memphis EI training at UT Memphis	Regional 6 persons	Presenter	No	Developmental Assessment and Intervention	Yes
TN	11-5-93 Dickson Foundations Preschool	Local 3 persons	Presenter	No	Overview of Best Practices and Staff Development	Yes
TN	11-11-93 Greeneville	Regional 36 persons	Presenter & Facilitator	Yes, in planning and presenting during the workshop – TREDS statewide project for children and youth with deaf-blindness	Shake, Rattle, & Roll: Developmentally Appropriate Practices for Infants and Toddlers	No
KY	11-12-93 Richmond	Regional 9 persons	Presenter	No	Through the Looking Glass: Reflecting on Best Practices	Yes

State	Date/Place	Forum (Natl, State, etc.) and # Participants	Role	Other Presenters Involved with Magnolia Project	Title	Follow up Activities
AR	11-30-93 Harrison	Regional 18 persons	Presenter	No	Agency Focus: Collaboration	Yes
AR	12-1-93 Harrison	Regional 22 persons	Presenter	No	Program Focus: Service Coordination	Yes
AR	12-2-93 Harrison	Regional 26 persons	Presenter	Yes -- impromptu involvement of staff of Children's House Therapeutic Preschool	Programming Issues	Yes
TN	1-7-94 Dickson	Local 4 persons	Presenter	No	Family Involvement	Yes
LA	2-2-94 Hammond	Regional 155 persons	Presenter	No	1) Through the Looking Glass 2) What??? OH! Effective Communication	Yes
AL	2-4-94 Mobile	Regional 24 persons	Presenter	No	Involving Families in Planning and Carrying Out Programs	Yes
TN	2-16-94 Nashville	State 15 persons	Presenter	No	Transdisciplinary Teaming: A Hands-On Activity	No
TN	2-18-94 Nashville	State unknown #	Poster	No	Magnolia Circle Outreach Project	No
TN	2-19-94 Nashville	State 10 persons	Presenter	No	Collaborative Teaming with Parents and Professionals	Yes
KY	2-22 and 2-23-94 Slade	Regional 23 persons	Presenter	No	Best Practices Training (*** TRANSITION OF MAGNOLIA TRAINING MATERIALS)	Yes
KY	2-24 and 2-25-94 Dawson Springs	Regional 10 persons	Presenter	No	Best Practices Training (*** TRANSITION OF MAGNOLIA TRAINING MATERIALS)	Yes

State	Date/Place	Forum (Natl, State, etc.) and # Participants	Role	Other Presenters Involved with Magnolia Project	Title	Follow up Activities
KY	3-5-94 Bowling Green	Local - Graduate Class at Western Kentucky Univ. 8 persons	Presenter	No	Home Visiting and Family Involvement	No
AR	4-13-94 Little Rock	State - Div. of Early Child. Conf. 7 persons	Presenter	No	From Good Morning Farm to Good Night Moon: Literacy Rich Activities	Yes
AR	4-13-94 Little Rock	State - Div. of Early Child. Conf. 6 persons	Presenter	No	Family-Centered Home Visiting	Yes
AL	4-21-94 Mobile	State - Social Work Conference 30 persons	Presenter	No	Family-Centered Home Visiting	Yes
TN	5-20-94 Nashville	State 65 persons	Facilitator	Yes - Marilyn Espe-Sherwindt	Working Effectively with Families of Children with Special Needs	No
TN	6-9-94 Nashville	Local 4 persons	Facilitator	No	LINK Roundtable: Positive Discipline	Yes
AR	6-16-94 Harrison	Regional/Local 15 persons	Presenter	No	Communication with Families and Among Agencies	No
AR	6-17-94 Fayetteville	Regional/Local 30 persons	Presenter	No	Curriculum Programming for Young Children	Yes
TN	7-29-94 Nashville	Local 12 persons	Presenter	No	Inclusive Services; Play	Yes
KY	8-8-94 Lexington	Southeast Regional 30 persons	Presenter	No	Through the Looking Glass: Reflecting on Best Practices	No
AR	8-15-94 Batesville	Regional/Local 52 persons	Presenter	No	Curriculum Programming for Young Children	Yes
AR	8-16-94 Batesville	Regional/Local (see above)	Presenter	No	Developing Positive Social Skills in the Inclusive Setting	Yes

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State	Date/Place	Forum (Natl, State, etc.) and # Participants	Role	Other Presenters Involved with Magnolia Project	Title	Follow up Activities
MS	8-29 and 8-30-94 Hattiesburg	Regional 30 persons	Presenter	No	1) Writing Functional Goals 2) Activity-Based Programming	Yes
TN	9-22 and 9-23-94 Nashville	Southeast Regional 40 persons	Facilitator	Yes - Agnes Johnson, Special Kids Parent Training Center, Houston, TX	Hidden Treasures: Expanding Community Connections	No
TN	9-30-94 Nashville	Local 10 persons	Presenter	With the TREDS Project	Hands-On Experiences Simulating Hearing and Vision Impairments	No (but through TREDS)
MO	10-5-9-94 St. Louis	National unknown #	Poster	No	Magnolia Circle Outreach Project	No
TN	10-19-94 Nashville	Local - Inservice 3 persons	Presenter	Yes - Elizabeth Gerlock had invited me to participate in informal inservice at a Montessori School	Down Syndrome and general programming issues in preschool	No (but through TREDS)
	TOTAL # Participants =	2,252 persons				
TN	11-30-94 Nashville	State 15 persons	Presenter	With the TREDS Project	Developing Individualized Programs for Students with Deaf-Blindness in Inclusive School Communities	No (but through TREDS)
TN	1-26-95 Nashville	Local - Association for Young Children 6 persons	Facilitator	Yes, Evelyn Hale (now working privately)	LINK Roundtable: Positive Approaches to Discipline	No (but through TREDS)
TN	2-11-95 Nashville	State 25 persons	Presenter	With the TREDS Project	Developing IEP Goals for Preschool Children with Multiple Disabilities through a Collaborative Team Process: Reflecting the Whole Child	No (but through TREDS)
	TOTAL # Participants =	2,298 persons				

FOLLOW-UP ACTIVITIES -- BEST PRACTICES: EVALUATING EARLY CHILDHOOD SPECIAL EDUCATION PROGRAMS

The follow-up activities are intended to provide you with opportunities to integrate the ideas presented during the presentation. The activities range from sharing of information you received at the conference session to actual implementation and evaluation of strategies to make whatever refinements in your program you find necessary. The purposes of the follow-up activities are:

* To provide you with the opportunity to extend the application of the ideas presented during this session

* To provide you with the opportunity to continue to explore the process of program evaluation and program planning

INSTRUCTIONS FOR FOLLOW-UP ACTIVITIES

* Carefully review the activities that are described on the next page.

* Select the activity (or activities) that is (are) most important to you, your program, and other staff in your program.

* Decide who will be involved in the activity (activities).

* Complete the activity (activities) and evaluate the quailty of information gained.

Magnolia Circle Outreach Project
Box 328, Peabody of Vanderbilt
Nashville, TN 37203
1-800-288-7733

ACTIVITIES

I. **SHARE** the materials and ideas from this presentation with staff and administrators from your agency and/or other agencies.

For example,

Material/idea to be shared	Staff from your program	Administrators from your program	Staff from another agency	Administrators from another agency
Handouts and notes from session		X		X
Caregivers self rating scale	X			
Best Practices self-assessment form	X	X		X

II. **EVALUATE** the following:

* where your program is relative to best practices in social skills (or some other area)

* where you would like to be in the future

During the evaluation process, use:

* the notes/ideas you listed on the "Strategies for Change" handout at the training session
* the handouts from the presentation
* the Best Practices Self-Assessment Form
* the Self-Rating Scale for Special Caregivers

III. **SET GOALS** for implementation of activities to refine your practices/policies and **DEVELOP A PLAN OF ACTION**.

Here again, use the ideas and information from the presentation to help you define and prioritize these goals. Set the stage for success:

* make sure all involved understand the mutually agreed upon goals and plan of action
* ensure support for the plan from administrators
* as a team, prepare to provide support to each other

The Best Practices Planning Guide may provide a useful tool for 1) determining which ideas are most important to you at this time and 2) listing specific actions that will change priorities into realities. Be sure to include **who is responsible** for each action and **when** completion is expected.

IV. **IMPLEMENT, EVALUATE, AND REVISE YOUR PLAN**

For these activities, refer back to the plan of action you and the other staff developed in Activity III. Use the following questions to guide your evaluation process.

* How does what you planned to do compare with what actually occurred during implementation?
* What was successful about implementing the plan? Why?
* What changes, if any, to the original plan were made? Why?
* What would you be interested in sharing with others about these activities?

These activities will need to be conducted on an ongoing basis as policies and practices develop to reflect the evolving body of knowledge in early intervention and early childhood special education.

ACTIVITY-BASED PROGRAMMING

WORKSHOP FOLLOW-UP

Please check the statements that reflect your thoughts regarding workshop follow-up activities.

I welcome the opportunity to extend the application of ideas presented during the training session by participating in the following:

_____ sharing workshop materials/ideas with staff/administrators from my own program
_____ sharing workshop materials/ideas with staff/administrators from other programs
_____ using the "Best Practices" self assessment for program evaluation
_____ having a copy of the workshop training module
_____ other _____

I would like the opportunity for follow-up support by:

_____ meeting with other workshop participants to share ideas and/or evaluate progress of activity-based programming implementation
_____ having follow-up meeting(s) to expand training content to include more information/practice on _____
_____ phone consultation with Magnolia Circle Project staff
_____ other _____

Name: _____

_____

_____

_____

*** Please add address and phone number if you would like to be added to our mailing list.

MAGNOLIA CIRCLE OUTREACH PROJECT
INSERVICE TRAINING FOLLOW-UP OPPORTUNITIES

Date and Place	Topic	Audience	Brief Description of Follow-up Opportunity	# Persons	# Programs	# Parents/ family	Results
5/5/92 Baton Rouge, LA	Overview of Best Practices and Curriculum	13 persons - 9 Dept. of Ed.(DOE) Regional Preschool Coord; 3 Early Inter. Staff; 1 LA School for the Deaf (LSD) staff	Questionnaire provided with guided questions re: results of training on use of Best Practices tool and how Magnolia could assist in providing technical assistance	1	1	0	* Names added to mailing list as requested * Request to work with LSD Parent-Pupil staff * Follow-up letters sent to DOE Program Manager in May and October - no response
6/11/92 B'ham, AL	Teaming	60 persons - CRS state agency; CSPD Task Force; LCC Reps. and direct service projects; public school personnel; private therapists; regional evaluation and rehab. centers	Opportunity to share information and resources; use BPSA; use FOCAS assessment; make request to be added to mailing list	13	10	0	* Letters sent to all who received follow-up materials. *Names added to mailing list per request. * Request for regional training was made by three LCCs. On-going relationships have developed with 6 of the 10 programs. * Regional trainings that were sponsored by the three LCCs led to relationships with 13 additional programs. * Info re: Home Visiting workshop was sent to follow up participants who had expressed interest in the topic. Representatives from 5 of the programs attended the Birmingham session.
8/6/92 Little Rock, AR	Overview of Best Practices	30 persons - DOE Reps.; Ed. Coop. personnel; day service centers (DDS funded); advocacy services	Opportunity to share workshop information and materials; COACH Caregivers self-rating scale; BPSA	15	12	0	* Follow-up letters were sent; add'l. resources sent to 5 persons as requested. * Names added to mailing list as requested. * Three made requests for add'l. info. or resources. * A 2nd. letter describing outreach possibilities was sent in Sept. Two have made further inquiries.

Date and Place	Topic	Audience	Brief Description of Follow-up Opportunity	# Persons	# Programs	# Parents/ family	Results
8/18/92 8/19/92 Baton Rouge, LA	Review of Self Assessment and Best Practices	6 - LA School for the Deaf Parent-Pupil Staff	Borrowed Implementing Family-Centered Services in Early Intervention (Bailey et al, 1991) for use during monthly inservices Return visit by project staff scheduled for March 1993	6	1	0	* As of 4/93, LSD staff have completed workshop materials; * Funding of positions in question * Follow-up visit on hold * Periodic phone contact * One staff person on planning committee for rural conference
10/1/92 10/29/92 Lexington KY	Family Involvement & Home Visiting	28 persons -- diverse audience including parents, Head Start, preschool, early intervention, directors, speech & language pathologist, Dept. of Ed. staff, faculty and students from occupational therapy program	Included: 1) Return for 2nd day to hear parent panel and report on follow-up activities listed in #2 2) All materials provided to enable choice -- Values clarification activity, "best practices" evaluation, role play, FOCAS (Bailey, 1991), Family-centered rating scale, Parent satisfaction survey (Project Dakota), Topics article on home-based services by Wayman, Lynch, and Hanson, 1990	22	8	3	*Names added to mailing list as requested During 2nd day: * Parent panel of 3 * People from 4 agencies shared what they did for follow-up activity (Values clarification with staff from their program, shared materials, etc.) * Magnolia staff to bring results of future training requests to KY Advisory Committee *Request from Berea RTC Coordinator to replicate training in their area
10/2/92 10/30/92 Covington, KY	Family Involvement & Home Visiting	22 persons -- diverse audience including parents, teachers, assistants, directors, social worker, nurse, secretary, consultant	Included: 1) Return for 2nd day to hear parent panel and report on follow-up activities (see #2) 2) All materials provided to enable choice -- Values clarification activity, "best practices" evaluation, role play, FOCAS (Bailey, 1991), Family-centered rating scale, Parent satisfaction survey (Project Dakota), Topics article on home-based services by Wayman, Lynch, and Hanson, 1990	21	6	2	*Names added to mailing list as requested During 2nd day * Parent panel of 2 * People from 4 agencies shared what they did for follow-up activity (Values clarification with staff from their program, shared materials, etc.) * Magnolia staff to bring results of future training requests to KY Advisory Committee

Date and Place	Topic	Audience	Brief Description of Follow-up Opportunity	# Persons	# Programs	# Parents/ family	Results
10/15/92 Montgomery AL	Family & IFSP Development	30 persons - Private therapists, state and regional CRS; E.I staff (home & center based); County DHR; Regional DMR/MR; Reg. Dev. Clinic	Opportunity to request additional resources and training; request to be added to mailing list	11	6	2	* Sent follow-up letters with summary of resource and training requests * Sent additional resources to two follow-up participants * Sent info. Re: H.V. workshop to those who had expressed interest in the topic; staff from 3 programs attended Mobile session. * Added names to mailing list
10/19/92 Tuscaloosa AL	Teaming	20 persons -- E.I. Council staff, Private E.I. program, University staff; public school; regional AIDB Medical Center Staff	Opportunity to request additional resources and training; request to be added to mailing list	17	8	0	* Sent follow-up letters with summary of resources and training requests * Sent add'l. resources to 4 persons * Sent info. RE: H.V. wkshop; 16 staff from 5 prog. attended Birm. session * Added to m/list * Met with planning group to outline requested training for May 6-7, 1993 * Gave info. re: rural issues
1/13/93 Mobile AL	Teaming	17 persons -- E.I. Council; MH/MR E.I.; Private E.I; public school; AIDB; ARC program; Medical Center Staff	Opportunity to request additional resources and training; request to be added to mailing list; follow-up response card	13	10	0	* Sent follow-up letters with summary of resources and training requests * Sent add'l. resources to 5 * Six ret'd. response cards to indicate how wkshop ideas and material have been used * Staff from 2 programs attended H.V. wkshop in Mobile * Added to m/list
2/6/93 Nashville TN	Family & Help Givers	Approximately 40 persons -- Attendees at 1st Annual Collaborative Conference Various disciplines	Opportunity to request additional resources and training; request to be added to mailing list	7	6	1	* Of the 7 who signed up for follow-up, 5 sent back response cards. * All shared info. (2 with staff/admin from both their program and others) * 3 requested values activity * 4 requested info. about cult. sens. * 2 people on planning committee for rural conference

Date and Place	Topic	Audience	Brief Description of Follow-up Opportunity	# Persons	# Programs	# Parents/ family	Results
3/12/93 Birmingham AL	Family & Home Visiting	49 persons -- E.I. Council & direct serv. progs; State & Reg. MH/MR staff; AIDB Regional staff; CRS staff; public school; regional rehab & devel. centers	Opportunity to request resources related to topic, share workshop information and materials, add names to mailing list	25	9	0	* Follow-up letters and requested resources were sent * 15 are willing to share ideas/materials with others * Added names to mailing list
3/12/93 Mobile AL	Family & Home Visiting	15 persons -- Region CRS staff; public schools, state and reg. MH/MR service; ARC programs	11 - Opportunity to request resources related to topic, share workshop information and materials, add names to mailing list	8	4	0	* Follow-up letters and requested resources were sent * 5 are willing to share ideas/materials with others * Added names to mailing list
3/24/93 Hammond LA	Family	44 persons -- in collaboration with Project FOCUS of SLU Diverse audience included school system personnel, Head Start, community-based programs, university students, university personnel, state agency personnel	Opportunity to request resources related to topic, share workshop information and materials, add names to mailing list	13	11	unknown	* New names added to mailing list * 13 persons plan to share materials, ideas with others * 8 desire coming together to hear parent panel * 5 borrowed copy of Best Practices * 7 requested values clarification activity * 10 requested information on Resource Mothers Project
4/15/93 Little Rock AR	Overview of Outreach Activities	6 persons -- AL 619 Coordinator, State Developmental Disabilities Services Education and Training Consultant, ABC Program Teacher, Speech Therapist, Easter Seals Outreach Coor., Ed. Coop. Preschool Services Director	Opportunity to request video listing and other project resources, borrow copy of Best Practices, request regional training on "best practices", add name to mailing list	4	4	0	* Follow-up letters were sent * Requested resources were sent to one person * One person asked to borrow a copy of Best Practices book * Video listings were sent to 3 persons * Four names were added to mailing list * One requested regional training on "best practices"; discussions with state and regional coordinators are in progress

Date and Place	Topic	Audience	Brief Description of Follow-up Opportunity	# Persons	# Programs	# Parents/ family	Results
4/16/93 Little Rock AR	Shake, Rattle, and Roll	50 persons -- preschool and early intervention personnel in: child care, hospital, public school, developmental centers	Opportunity to request resources, information, and mailing list	7	7	unknown	*New names added to mailing list *Resources sent as requested
5/6 & 5/7/93 Tuscaloosa AL	Activity-Based Programming	15 persons -- from the West Alabama Early Intervention Council -- 6 agencies --Teachers, PT, SLP, Administrator, Parent	Opportunity to request resources and consultation related to topic, share workshop information and materials, borrow copy of Best Practices, have a follow-up meeting	10	4	1	*Sent letters to all who received follow-up materials *Sent requested rosources to 6 participants
6/2 & 6/3/93 Paducah KY	Organization of the Learning Environment	Approximately 15 persons during both sessions -- Teachers, Assistants in Head Start, Easter Seal Program, Public School	Opportunity to request resources related to topic, borrow Best Practices book, receive copy of video listing, receive information on future training through project, add name to mailing list	3	3	0	*New names added to mailing list *2 requested Best Practices book
7/22/93 Cookeville TN	Organization of the Learning Environment *Social Skills	Approximately 35 -- participants in summer institute training through Tennessee's CSPD efforts for preschool programs serving children 3-5 years -- public school and Head Start teachers	Opportunity to request resources related to topics, borrow Best Practices book, receive video listing, receive information on future training through project, add name to mailing list	22	21	0	*Names added to mailing list *19 persons requested video list * 4 persons borrow Best Practices book *2 persons requested additional information on regional training * 2 persons requested resources (on inclusion, chair inserts, child born to mother who abused substances)
9/17 & 9/17/93 Lexington KY Richmond KY	Overview of Best Practices with Focus on Family Involvement and Teaming	9/16 -- 12 persons -- Even Start preschool, early intervention teachers and directory; family services coordinator, consultants 9/17 -- 9 persons -- Public school and early intervention teachers, SLP, consultant	Opportunity to share workshop information and materials, borrow Best Practices, request additional resources	20	7	0	*14 persons plan to share workshop materials/ideas with staff/administration from own program *9 plan to share with people for other programs *4 requested Best Practices book *2 requested additional resources on family involvement and transdisciplinary teaming

Date and Place	Topic	Audience	Brief Description of Follow-up Opportunity	# Persons	# Programs	# Parents/ family	Results
9/30 & 10/1/93 Nashville TN	Rural Service Delivery Conference	37 Participants -- from 5 states -- Family members, teachers, assistants, speech language therapists, directors, state department people, early intervention service coordinators, etc.	many and varied	37	25	8	Ongoing networking -- Refer to conference proceedings
11/4/93 Memphis TN	Developmental Assessment and Intervention	6 persons -- 4 child care, 1 special program, 1 social work graduate student	Opportunity to request additional resources; request to be added to mailing list	2	2	0	* Names added to mailing list * 2 persons requested resources on inclusion and behavioral issues
11/5/93 Dickson TN	Overview of Best Practices	3 persons -- 1 director/teacher, 1 teacher, 1 assistant teacher	Review of Best Practices assessment tool, its use and developing a plan of action	3	1	0	* Follow-up resources were loaned * Follow-up meeting was scheduled * Completed Best Practices Self-Assessment
11/12/93 Richmond KY	Through the Looking Glass: Reflecting on Best Practices	9 persons -- from early intervention, preschool, child care, and Head Start programs	Opportunity to request information; request to be added to mailing list	5	7	0	* 3 names added to mailing list * 2 persons requested information on future trainings - info. sent re: February training in KY
11/30/93 Harrison AR	Agency Focus: Collaboration	18 persons from 8 agencies -- staff from early intervention, preschool, therapeutic programs; service coordinators	Opportunity to request info., request to be added to mailing list	5	4	0	* 5 names added to mailing list * Follow-up letters * 3 persons requested resources on family literacy, augmentative communication, best practices, administrators handbook, information form, medicaid regulations
12/1/93 Harrison AR	Program Focus: Service Coordination	22 persons from 5 agencies -- staff from early intervention, preschool, therapeutic programs	Opportunity to request info., request to be added to mailing list	8	4	0	* 8 names added to mailing list * Follow-up letters * 2 persons requested resources on play, augmentative communication, activity-based programming, family-centered home-based services * Group report on family-centered care developed

Date and Place	Topic	Audience	Brief Description of Follow-up Opportunity	# Persons	# Programs	# Parents/ family	Results
12/2/93 Harrison AR	Programming Issues	26 persons from 9 agencies -- staff from early intervention, preschool, therapeutic programs	Opportunity to request info., request to be added to mailing list	4	4	0	* 3 names added to mailing list * Follow-up letters * 3 persons requested resources on functional assessment and programming, Child Care Plus, preschool intervention network resources, family literacy, parents with mental retardation, Beach Center materials, managing positive behavior, augmentative communication, DEC recommended practices * Group reports on partnerships with families and thematic unit plans
1/7/94 Dickson TN	Family Involvement	4 persons -- 1 director/teacher, 2 teachers, 1 assistant teacher	Opportunity to request info., request to be added to mailing list	4	1	0	* Resources were loaned * Program is revising mission and philosophy re: family involvement
2-2-94 Hammond LA	1. Through the Looking Glass 2. What??? OH!! Effective Communication	155 persons -- Personnel from: 49 school systems, 44 students from Southeastern Louisiana University, 21 Arcs/Early Intervention, 8 Developmental Disabilities, 4 hospital, 4 family coordinators, 3 infant/toddler coordinators, 2 United Cerebral Palsy, 2 Head Start, 1 preschool coordinator, 1 family support	Opportunity to request resources related to topics; share workshop information; add names to mailing list	12	11	1	* Names added to mailing list * Follow-up letters sent with latest newsletter and list of quality indicators the group brainstormed * 1 preschool regional coordinator told us that she takes excerpts from the Magnolia newsletter to use in her newsletter that goes out to preschool teachers in her region

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Date and Place	Topic	Audience	Brief Description of Follow-up Opportunity	# Persons	# Programs	# Parents/ family	Results
2-4-94 Mobile AL	Involving Families in Assessment and Curriculum	24 persons -- Southwest AL Early Intervention Council and Childrens Rehab. Services -- early intervention coordinators, parents, early intervention personnel, administrators	Small group reports, opportunity to request additional resources, add names to mailing list	24	7	2	* 5 names added to mailing list * Small group reports sent to each participant * 3 person receive additional resources as requested
2-19-94 Nashville TN	Collaborative Teaming with Parents and Professionals	10 persons -- early intervention, school, parents, students	Opportunity to request resources related to topic	1	0	1	* Provided resources and support to parent who participated re: IEP development and inclusion
2-22-94 2-23-94 Slade KY	Best Practices Training (Train the Trainer)	23 persons -- early intervention, technical assistance providers, university, regional training centers, Head Start, child care, state projects	Opportunity to request loan of Best Practices, add names to mailing list for final Magnolia newsletters, Magnolia training materials disseminated for use in Kentucky	3	3	0	* Names added to mailing list * Best Practices loaned to 2 persons * Proceedings of Rural Conference sent to 1 person * Magnolia modules and videos distributed to Kentucky trainers
2-24-94 2-25-94 Dawson Springs KY	Best Practices Training (Train the Trainer)	10 persons -- parent, training representatives, school, Head Start, technical assistance providers	Opportunity to request loan of Best Practices, add names to mailing list for final Magnolia newsletters, Magnolia training materials disseminated for use in Kentucky	1	1	0	* Names added to mailing list * Best Practices loaned * Magnolia modules and videos distributed to Kentucky trainers
4-13-94 Little Rock AR	From Good Morning Farm to Good Night Moon: Literacy Rich Activities	7 persons -- early intervention program directors and teachers, Head Start, and speech/language therapist	Opportunity to request additional resources, bibliography, and materials	1	1	0	* Follow-up letter * Copy of resources article and video on play to be used for staff inservice
4-13-94 Little Rock AR	Family-Centered Home Visiting	6 persons -- service coordinators, paraprofessionals, home teachers	Opportunity to request resources related to topic, add names to mailing list	6	4	0	* Names added to mailing list * Follow-up letter with resources sent: information on Part H video, rural service delivery proceedings, Zero to Three article from Feb/March 1994 issue

Date and Place	Topic	Audience	Brief Description of Follow-up Opportunity	# Persons	# Programs	# Parents/ family	Results
4-21-94 Mobile AL	Family-Centered Home Visiting	Approximately 30 persons -- AL Conference on Social Work: Social workers, early intervention personnel	Opportunity to add names to mailing list, receive bibliography, and additional resources	2	2	0	* Names added to mailing list
6-9-94 Nashville TN	Positive Discipline	4 persons -- Child care personnel, consultant, early intervention personnel	Opportunity for additional resources	1	1	0	* Resources were mailed
6-17-94 Fayetteville AR	Curriculum Programming for Young Children	Approximately 30 persons -- Early intervention and preschool personnel, kindergarten teachers, child care, university faculty, educational co-op staff	Training modules and videos to be distributed through the Northwest Arkansas Educational Cooperative	34	20	0	* Magnolia materials relating to activity-based programming and related topics were to be made available to each program and participants through the educational cooperative library
7-29-94 Nashville TN	Inclusive Services; Play	Approximately 12 persons -- Early intervention program directors, teachers, paraprofessionals	Opportunity to borrow resources, reflect on best practices, follow-up discussions	12	1	0	* Resources on Ohio materials (Early Childhood AT ITS BEST) provided/loaned * Tentative plans for follow-up meeting
8-15-94 8-16-94	Curriculum and Social Skills	Approximately 52 persons -- Head Start, Kindergarten, Child Care, Speech Language Therapist	Training modules and resources to be distributed through the Northcentral Arkansas Educational Cooperative	71	10	0	* Magnolia materials relating to curriculum, family, social skills, and literacy are available to participants through the educational cooperative library
8-29-94 8-30-94 Hattiesburg MS	Activity-Based Programming	Approximately 30 persons -- Head Start, preschool teachers, assistants, program developers	Opportunity to request additional resources related to topic	1	1	0	* Additional resources on activity-based programming, literacy, and programming information provided
TOTALS	40 (does not include double sessions)	Approximately 1,034		475	248	21	

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APPENDIX D

Evaluation Data On Specific Outreach Activities

Newsletter Example and Data

Sample Workshop Evaluation

Video Use and Sample Listing

Sample 800# Use

Share Group Data

SEPTEMBER
1992

NO. 3

MAGNOLIA CIRCLE OUTREACH PROJECT

Published by the Magnolia Circle Outreach Project
John F. Kennedy Center
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Nashville, TN

Magnolia Circle Outreach Project

The Magnolia Circle Outreach Project works with state and community agencies to assist in improving the established systems of services for young children with disabilities from identification to age five. The Project:

* Trains early interventionists to assess the strengths and needs of individual early intervention programs relative to the "best practices" model

* Assists programs in establishing or maintaining Reciprocal Technical Assistance and Training Networks for sharing "best practices" and local, state, and national resources

* Provides consultation, inservice training, and technical assistance on a statewide and regional basis to stimulate the development and dissemination of "best practices.

Information About Magnolia Circle Outreach

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Call Donna DeStefano, Project Coordinator, or Evelyn Hale, Regional Coordinator, at 800-288-7733 (outside Tennessee) or 615-322-8277 (inside Tennessee); or write Magnolia Circle Outreach, Box 328, Peabody/VU, Nashville, TN 37203. When you call or write, we'll provide a specific description of the services offered.

Magnolia Circle Outreach is supported by Grant # HO24D10016, EEPCD, U.S. Department of Education.

An Invitation to Contribute

The Magnolia Circle Outreach staff welcome submission of articles. If you would like to share information on activities in your program, happenings in your state, resource materials, or other items of interest, please contact us at 800-288-7733 (outside Tennessee) or 615-322-8277 (inside Tennessee). We also appreciate comments regarding information you would like to see printed in the newsletter.

News from the States

Alabama The Magnolia staff have continued planning efforts with the CSPD Task Force and the coordinators for several of the Local Coordinating Councils (LCCs) in Alabama. The CSPD-sponsored workshop "Teaming for Successful Coordination of Assessment and Program Planning" was presented by our staff on June 11th in Birmingham. Fifty-five persons representing a variety of agencies and state departments participated. The highlight was a "teaming" activity that helped attendees understand and experience the advantages and disadvantages of three team models.

Follow-up with the coordinators of several of the LCCs have resulted in plans for workshops in Montgomery and Tuscaloosa and a workshop in Scottsboro for the Jackson County Daycare Association (see Calendar for dates). We are making every effort possible to obtain input from local providers in order to plan experiences that will be pertinent to their needs.

Arkansas On August 6th and 7th the Magnolia staff participated in the Arkansas Special Show, Arkansas's statewide special education conference. The conference, attended by over 1700 persons, had many local as well as out-of-state presenters. Our staff made two presentations, "Best Practices: Evaluating Early Childhood Special Education Programs" and "Developing Social Interaction Skills in the Integrated Preschool Setting." We also met with several community service providers, representatives from the Arkansas Department of Education, university faculty, and ICC representatives. We are looking forward to establishing relationships with a number of local service providers who are interested in learning more about the services Magnolia Circle Outreach has to offer.

Kentucky Over the past few months, the Magnolia staff have continued contact with our Kentucky Advisory Committee through meetings, phone calls, and letters. The Magnolia Circle Advisory Committee is comprised of representatives from the State Division of Mental Retardation, the Department of Education/Division of Early Childhood, the Regional Training Centers, Kentucky SPIN, Universities, Early Intervention and Preschool Program Directors/Providers, and Head Start.

The Magnolia Staff presented a session entitled "Shake, Rattle, and Roll: Developmentally Appropriate Practices for Infants and Toddlers" at the Kentucky Regional Early Childhood Summer Institutes

RESOURCES BY STATE

	PART H	PART B	ICC	Head Start	Child Care	PTI
Alabama	Ouida Holder DOE/CRS 205-281-8780	Beverly Hunter DOE 205-242-8114	Richard Hanan DMH/MR 205-271-9209	Region IV Office Valerie Campbell Nita Thompson-Norfleet 601-362-9154	Betty Maxwell Day Care Licensing 205-242-1425	Carol Blades SEAC 205-478-1208
Arkansas	Jackie Barentine DHS/DD 501-682-8676	Sandra Reifeiss DOE 501-682-4222	Bill Geiger Univ. AR/Little Rock 501-569-8942	Region VI Office Mary Tom Riley Tommy Tidwell 806-742-3296	Virginia Reid Day Care Licensing 501-682-8500	Bonnie Johnson AR Disability Coalition 501-221-1330/or Barbara Semrau FOCUS 501-935-2750
Kentucky	Germaine O'Connell DMH/MR 502-564-7700	Angela Hawkins DOE 502-564-7056	Vicki Stayton Western KY Univ. 502-745-4641	Region IV Office Valerie Campbell Nita Thompson-Norfleet 601-362-9154	Laurel Walls Social Services 502-564-2524	Paulette Logsdon KY-SPIN 502-456-0923
Louisiana	Evelyn Johnson DOE 504-342-8846	Janice Zube DOE 504-342-3479	Mollie Alarcon 504-838-3900	Region VI Office Mary Tom Riley Tommy Tidwell 806-742-3296	Steve Phillips Day Care Licensing 504-922-0015	Debbie Braud Project PROMPT 504-888-9111
Mississippi	Hope Hendricks Bacon Dept. of Health 601-960-7427	Nancy Artigues DOE 601-359-3498	Shirley Miller 601-939-8640	Region IV Office Valerie Campbell Nita Thompson-Norfleet 601-362-9154	Diane Herring Day Care Licensing 601-960-7613	Ginger Smith MS Network 601-353-2703
Tennessee	Sarah Willis DOE 615-741-2851	Sarah Willis DOE 615-741-2851	Wes Brown East TN State Univ. 615-929-5849	Region IV Office Valerie Campbell Nita Thompson-Norfleet 601-362-9154	Janet Camp DHS 615-741-3312	Nancy Diehl Carol Westlake STEP 615-639-0125

CRS = Children's Rehabilitation Services
DD = Developmental Disabilities
DHS = Department of Human Services
DMH/MR = Department of Mental Health/Mental Retardation
DOE = Department of Education

ICC = Interagency Coordinating Council
KY-SPIN = Kentucky Special Parent Involvement Network
PTI = Parent Training & Information
SEAC = Special Education Action Committee
STEP = Support and Training for Exceptional Parents

Compiled by staff of the Magnolia Circle Outreach Project

Magnolia Circle Outreach Project
Newsletter Data

State	# of Submissions		
	Year #1 11/1/91-10/31/92	Year #2 11/1/92-10/31/93	Year #3 11/1/93-10/31/94
Alabama	2	4	
Arkansas		1	1
Kentucky			
Louisiana		1	1
Mississippi		3	1
Tennessee		3*	3
Other	North Carolina	Montana	

*Note: One of these three was submitted in Year #2, but will be in the first Year #3 newsletter due to space.

Magnolia Circle Outreach Project
Newsletter Data
11/1/91 through 10/31/94

CONTENT OF NEWSLETTER SUBMISSIONS
(in order of occurrence)

* EEPCD Project -- Project SUNRISE, North Carolina

* Services in Rural Areas
  2 on rural service delivery mechanisms from programs in Alabama
  1 on preservice training offered at Institute of Higher Education in Montana

* American Association of Home-Based Early Interventionists

* Collaborative Projects from Community Agencies -- Resource Mothers Project, collaboration between early intervention program and public health department in Tennessee

* Using People First Language -- submitted by a self-advocate from Tennessee

* Augmentative Communication Camp -- from service provider in Alabama

* Parent Advocacy Center and Parent Network -- Mississippi

* Early Intervention Training Program at Institute of Higher Education in Mississippi

* Assistive Technology Program in Louisiana

* Committee Report on Children Exposed to Drugs Before Birth -- from Arkansas

* Early Intervention Program for Children Exposed to Drugs -- from Tennessee

* Intervention programs -- 3 from Alabama, 1 from Louisiana

* Communication Development and Disorders -- Tennessee

* Tools for Diagnosing your Organization's Health -- Arkansas

* Video available on Part H -- from Tennessee provider

* Mississippi's Part H Program

* Cued Speech -- Parent from Tennessee

eval disk/content.new

MAGNOLIA CIRCLE WORKSHOP EVALUATION: SERVICE COORDINATION

Harrison, AR – 19 Respondents

We are very interested in your response to the workshop. Your comments and suggestions are valued by our staff and will be useful for our future planning efforts.

Please circle the numeral that indicates your response to each question.

	Not at all		Somewhat		A lot
Did the workshop address topics that are important to you?			26%	26%	47%
Was the format acceptable (i.e. type and length of activities)?			16%	47%	37%
Did sharing ideas/networking with workshop participants have a positive impact?				32%	68%

As a result of participation in this workshop I plan to:	Suggestions for future training:
See attached	See attached
And furthermore:	Comments for presenters:
See attached	See attached

Thank you for your response. Please offer any additional comments on the back of this form.

EVALUATION COMMENTS

MAGNOLIA CIRCLE OUTREACH PROJECT WORKSHOP: SERVICE COORDINATION

Harrison, AR – 19 Respondents

As a result of participation in the workshop I plan to:

- ✓Keep paying attention to the needs of the parents and realize the treatment they get from other people is not the same as I treat them
- ✓Use the information in order to improve my interactions with parents, as well as improve my interactions with other professionals and co-workers
- ✓Carry information back to staff for sharing and keep the information at my desk for easy access
- ✓Spend more time listening to parents & drawing them out
- ✓Get to know what services are available to my parents
- ✓Listen more to what the child and teacher are saying
- ✓To listen more and help parents be more involved as team members
- ✓Be more aware of how I approach and respond to the families I work with. Be more informed of the services provided.
- ✓Be open to the small differences in my families. Also to be more open to their needs and issues at the first of the visit. LISTEN BETTER and have more resources information with me on home visits.
- ✓Do my best at my home visits. Be more open to my parents' problems
- ✓I will try to have proper information available that will help my families
- ✓Try to listen more and be more responsive
- ✓Be prepared with resources

Suggestion for future training:

- ✓Have more hands-on activities. More group activities and less lecturing.
- ✓Have more groups working together on "real life" things

And furthermore:

- ✓I appreciate the role-playing. It gave me an idea of how complex our system is and how individual each case or family unit's problems are

Comments for presenters:

- ✓I really like the handouts for reference and the group activities were wonderful for expanding my understanding of "how it works".
- ✓Thank you very much!
- ✓Even more hands-on, less "you need to address this" and more "here are some suggestions, tools, resources, etc."
- ✓You did a good job, but hands-on activities seem to help me in understanding my job better.
- ✓I think you could jazz it up a little more. More exciting things, more doing, and less talking
- ✓I felt that the workshop was very well presented and both presenters were very well informed. The small group discussions were useful because they forced you to work and achieve goals with individuals that were not familiar to you
- ✓The presenters were very well organized and presented the material well.
- ✓Presenters were great facilitators.
- ✓Both presenters were well prepared
- ✓You did a great job. I liked the variety of presentations and enjoyed the small group discussions very much.
- ✓Great
- ✓It moved well and I did not get bored -- even after lunch!!!
- ✓I thought the last part of the workshop was very interesting. I really enjoyed being here.

VIDEO USE FOR SIX-STATE OUTREACH

November 1991 - October 1992 (YEAR ONE)

State	Agencies	Contact Persons	Videos Sent
Alabama	20	24	74
Arkansas	13	13	55
Kentucky	29	31	111
Louisiana	2	2	4
Misissippi	7	7	26
Tennessee	13	13	32
TOTALS	84	90	302

November 1992 - October 1993 (YEAR TWO)

State	Agencies	Contact Persons	Videos Sent
Alabama	11	12	51
Arkansas	10	10	35
Kentucky	18	18	56
Louisiana	3	3	7
Mississippi	4	4	13
Tennessee	18	18	36
TOTALS	64	65	198

November 1993 - October 1994 (YEAR THREE)

State	Agencies	Contact Persons	Videos Sent
Alabama	4	5	7
Arkansas	4	4	10
Kentucky	7	7	28
Louisiana	5	5	7
Mississippi	0	0	0
Tennessee	13	16	20
TOTALS	33	37	72

SAMPLE VIDEO LIBRARY LISTING

October 6, 1989
DMH-MR Preschool Inservice at Clover Bottom Developmental Center
TOPIC: **Establishing Developmentally Appropriate Environments**
PRESENTER: Dr. Bill Brown, Director of the Susan Gray School for Children
RUNNING TIME: approx. 2 hours

handouts are available

Dr. Brown discusses a **Proactive Approach to Behavior Management** for young children. The approach emphasizes the importance of employing **Antecedent Conditions** to set the occasion for appropriate behavior as well as the use of **Consequent Conditions** for specific inappropriate behavior.

October 6, 1989
DMH-MR Preschool Inservice at Clover Bottom Developmental Center
TOPIC: **Adaptive Feeding Techniques for Children with Severe Disabilities**
PRESENTER: Susan Tuck, Pediatric Physical Therapist
RUNNING TIME: 90-105 minutes

handouts are available

Ms. Tuck discusses and demonstrates various adaptive feeding techniques for children with severe disabilities. Topics include: assisted cup-drinking, breathing activities, textures, facial/oral hypersensitivity, and resources for adaptive feeding equipment.

November 1989
Duncanwood Preschool Inservice
TOPIC: **Orientation and Mobility for Preschoolers**
PRESENTER: Dr. Everett W. Hill, Associate Professor of Special Education, Peabody College of Vanderbilt University
RUNNING TIME: approx. 2 hours

handouts are available

Dr. Hill presents an overview of the processes of utilizing sensory information to establish and maintain one's position in the environment (orientation) and of moving safely, efficiently, and gracefully within one's environment (mobility). Hill describes the broadened definition of orientation and mobility (O&M) and the changing role of the O&M instructor.

November 3, 1989
MTASH Annual Conference
TOPIC: **Transitions**
PRESENTER: Sue Fowler
RUNNING TIME: 40 minutes

Ms. Fowler identifies the key points and the steps involved in order to achieve successful transitions.

Sample

1-800 SUMMARY

November '92

State	AL	LA	KY	AR	MS	TN	NC	TX	CA	Total
Minutes	198	21	67	15	5	23	37	2	3	371

December '92

State	AL	LA	KY	AR	MS	TN	NC	DC		Total
Minutes	56	14	15	14	32	17	1	3		152

January '93

State	AL	LA	KY	AR	MS	TN	NC	MI		Total
Minutes	32	34	36	10	58	28	29	3		230

February '93

State	AL	LA	KY	AR	MS	TN	NC	MA	GA	MT	AZ	Total
Minutes	97	23	71		121	36	2	13	2	29	1	395

March '93

State	AL	LA	KY	AR	MS	TN	NC	DC	MT	Total
Minutes	76	52	39	3	2	76	10	12	17	230

April '93

State	AL	LA	KY	AR	MS	TN	NC	CA	MT	Total
Minutes	50	43	22	9	61	39		1	16	241

May '93

State	AL	LA	KY	AR	MS	TN	NC	MA	WA	Total
Minutes	42	3	67	15	13	15	4	26	3	188

Begun 1/20/92
34 persons total

Middle Tennessee Share Group as of 4/20/95
Addresses and Phone Numbers

Caren Wayburn/Lisa Hirtzer
TREDS
Box 328, Peabody
Nashville, TN 37203
322-8277
(Campus: Box 328, Peabody)
Fax: 343-1570

JoAnn Heiser
Project BLEND
Box 328, Peabody
Nashville, TN 37203
322-2249/322-8277
(Campus: Box 328, Peabody)

Eva Horn
Department of Special Education
Box 328, Peabody
Nashville, TN 37203
322-8277
(Campus: Box 328, Peabody)

Donna DeStefano
Magnolia Circle Outreach Project
Box 328, Peabody
Nashville, TN 37203
322-8277 or 322-8282
(Campus: Box 328, Peabody)

Kelly Davis
Susan Gray School
Box 66, Peabody
Nashville, TN 37203
322-8200
(Campus: Box 66, Peabody)

Tennessee's Early Intervention System
(Sandy Self, Pam Mort, Bertha Alexander, Lynda Tyus, Glinda Hill, Julie Dibble, Joy Lott, Erin Hamilton)
TEIS
Box 328, Peabody
Nashville, TN 37203
322-8981
(Campus: Box 328, Peabody)

Dr. Lisa Craft
Child Development Center
Vanderbilt University
MCS 426, 2100 Pierce Ave.
Nashville, TN 37232-3573
322-2709 ext. 4-9302
(Campus mail: MCS 426 (3573)

Barbara Ramsey
Family Resouce Center
2601 TVC
Nashville, TN 37232-3573
343-1677
(Campus mail: MCS 426 (3573)

Rehabilitation Services
Pediatric OT, PT, Speech
Suite 1700
The Vanderbilt Clinic, VUMC
Nashville, TN 37232-5677
322-0100
(Campus: 1700 TVC (5677)

Carol Kirshner
Jr. League Center for Cronic Illnesses and Disabilities in Children
Nashville, TN 37232-3573
[Campus mail: MCS 426 (3573)]
936-1428

Gayle Prillaman
3650 New Highway 96 West
Franklin, TN 37064
Stratton Elem. 860-7532
Home 790-0596

Susan Tuck
340 Summit Ridge Circle
Nashville, TN 37215
297-9659

Kids & Nurses
114 Cottage Lane
Nashville, TN 37214
871-0397

High Hopes, Inc.
P.O. Box 150932
Nashville, TN 37215
269-6640

Bruce Smith
Outlook Nashville
3004 Tuggle Avenue
Nashville, TN 37211
834-5433

Pat Edmiston Zappulla, Coordinator
Parents Encouraging Parents Program
TN Dept. of Health
312 8th Ave. N, TN Tower 10th Floor
Nashville, TN 37247-4701
741-0361

Kathleen Donaldson
TN Dept. Mental Health/Mental Retardation
275 Stewarts Ferry Pike
Nashville, TN 37214
231-5025

Holly Lu Conant Rees/Karen Gray
Parents Encouraging Parents Program
Children's Special Services
Lentz Public Health Center
311 23rd Avenue North
Nashville, TN 37203
340-5688

Doris Mattraw
State Department of Education
710 James Robertson
Gateway Plaza
Nashville, TN 37243
741-3796

Kim Bumbalough
Developmental Services
P. O. Box 628
Dickson, TN 37056
446-2325

Debbie Usry
1035 Moores Ct.
Brentwood, TN 37027
661-5323

Cheryl Jackson
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1216 Trotwood
Columbia, TN 38401
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Nashville, TN 37212
321-5699

Dianne Mortimore
Tennessee Voices Statewide Family Support Network
Box 328, Peabody
Nashville, TN 37203
322-2249

Barb Miller
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c/o Martha Vaught School
160 Rural Ave.
Nashville, TN 37209
353-2075

Evelyn Hale
1907 Pinehurst Drive
Nashville, TN 37216
228-6161
FAX: 228-6322

Mary Parcher Downey
Metro Schools/Project BLEND
Pre-School Community Based
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160 Rural Ave.
Nashville, TN 37209
353-2077

Tracy Duncan
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115 Stewarts Ferry Pike
Nashville, TN 37214
883-7964

Pat Daman
Franklin Elementary School
Cannon Street
Franklin, TN 37064
794-1187

Lisa Jobe
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Mid-Cumberland Region
800 Ben Allen Road
Nashville, TN 37247
262-6159
Fax: 262-6163

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Children's Special Services
311 23rd Ave. N.
Nashville, TN 37203

Heather Perez
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104 Frey Street
Ashland City, TN 37015

Michelle L. Britt
Parent Consultant, P.E. P.
Lentz Public Health Center - CSS
311 23rd Ave. North
Nashville, TN 37203

APPENDIX E

Program Profile

Interviews/Phone Questionnaire

Overall Evaluation

Magnolia Circle Outreach Project
Program Profile

State:_____ Date of Initial Contact_____

Program:_____

Contact Person:_____ Phone:_____

Address:_____

_____

ACTIVITY	YEAR 1	YEAR 2	YEAR 3
*Returned "Request for Info" card			
*Attended BPSA Orientation Conference			
*Borrowed BPSA video			
*Completed BPSA			
*Attended outreach session at National/State/SE region conference			
*Attended instate regional conference			
*Received phone consultation			
*Requested written resources			
*Requested video			
*Received onsite TA/consult			
*Received confidential report summary			
*Networked with other programs			
*Completed follow-up activity			
*Shared BP info with other programs			
*Presented at outreach workshops & inservice training			
*Provided TA to other programs			
*Other			

Key: 1 = Awareness; 2 = Information Seeking; 3 = Implementation; 4 = Reciprocal Sharing

BP COMPONENT	YEAR 1	YEAR 2	YEAR 3
Curriculum			
Organization of Environment			
Social			
Support			
Family			
Transition			

Notes:

August 1993
Magnolia Circle
Outreach

Evaluation Recepients

ALABAMA

Nancy Butcher
Opportunity Center
1100 Washington Street
Huntsville, AL 35801

Linda Forward
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200 Interstate Park Drive
P. O. Box 3710
Montgomery, AL 36109-0710

Susanne MacGuire
Children's Center/PPEI
310 N. Madison Terrace
Montgomery, AL 36107

Cheryl Matney
318 Woodland Circle
Troy, AL 36031

Charlotte Stewart
Fayette County Schools
327 20th Avenue N.W.
Fayette, AL 35555

Bobbie Jo Trammell
CRS Mobile
1870 Pleasant Avenue
Mobile, AL 36617-3299

ARKANSAS

Diana Cunningham
Ozarks Unlimited Resource Coop.
525 Old Belefonte Road
Harrison, AR 72601

Sandra DeVore
Outreach Program
Arkansas Easter Seal Society
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Little Rock, AR 72212

Mary Lou Dunn
Sunshine School
P. O. Box 831
Searcy, AR 72143

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Arkansas UAP
1120 Marshall, Suite 306
Little Rock, AR 72202

Dr. Mary Hendricks
University of Arkansas at Little Rock
Special Education Program
2801 S. University
Little Rock, AR 72204

Diana Way
Northeast Arkansas Comprehensive Lear
P. O. Box 2493
Jonesboro, AR 72401

Others if Needed: Lou Jamison - Hov
Diana Beck - Conv
Lou Jasper - Bento

BEST COPY AVAILABLE

KENTUCKY

Elaine Leone
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136 Saratoga Circle
Richmond, KY 40475

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Project STEPS
Child Development Centers of the Bluegrass
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University of Kentucky
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Lexington, KY 40342

Catarina Vieira
Special Services Coordinator
Kentucky River Foothills Head Start
P. O. Box 744
Richmond, KY 40476-0744

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1124 Scott Street
Covington, KY 41011

LOUISIANA

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Southeastern Louisiana University
P. O. Box 879
Hammond, LA 70402

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Louisiana School for the Deaf
Parent-Pupil Education Program
P. O. Box 3074
Baton Rouge, LA 70821-3074

Janet Mora
342 Devon
LaPlace, LA 70068

Brenda Barron Sharp
Early Intervention Program
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Preschool Program Manager
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Moss Point, MS 39563

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Mississippi Department of Education
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TENNESSEE

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Knoxville, TN 37920

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Shelbyville/Bedford CDC
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Shelbyville, TN 37160

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Memphis, TN 38103

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Cleveland, TN 37311

Myrna Barker
Sequatchie County Schools
Box 488
Dunlap, TN 37327

Magnolia Circle Outreach Project Evaluation

August 1993

Responses from:
E I Project Coordinator (State/Regional/Local) 9
Preschool Program Coordinator (State/Regional/Local) 6
Support Service Personnel 1
Statewide Programs 3
Technical Assistance Personnel 2
Head Start 1
Total Respondents 29
University Faculty/Training 3
State Dept. of Education 1
State Dept. of MH/MR 1
Parent 1

1. What are some ways you have been involved with Magnolia (e.g. video library, newsletter, workshops/presentations, etc.)?

Video library 15
Newsletter 22
Workshop/Presentations 20
Resources/Referrals 5
On Site Visit/Personal Contact 3
Phone Consultations 5
State Advisory Committee 6

2. Which of the services did you find to be most helpful? _____ Why?

Video library 10
Newsletter 4
Workshop/Presentations 12
Resources/Referrals 4
On Site Visits/Personal Contact 3
Phone Consultations 4
State Advisory Committee 3

Why?
Video library:
*Useful for inservice
*Addressed issues that are pertinent to our development
*We are a very low budget program and cannot afford to rent/purchase many tapes. Can review and make choices. Also find the service very helpful as a means of study for staff and parents.
*They are very informative and useful to use with teachers and parents
*Ideas in the videos were explained well and easy to understand
*Because they can be used for training. Access to information not presently in use or available to us
*Allowed us to do staff training not otherwise available
*We are located in a rural area with limited access to educational items to help families/caregivers
*Access to another source of information/shared information

Newsletter:
*Keeps us in touch with information
*We are a small county and they have enabled us to keep in touch and up to date with

other services and programs across the state.
*Keep me/staff up to date
*Addressed issues that are pertinent to our development
*Information sharing

Workshops/Presentations:
*Topics relevant/real
*Were easily organized, and presenters were very flexible and knowledgeable
*Excellent information for a group of my students who attended-future OT's who will work with families
*In January 1992 this Division implemented a statewide service coordination program for infants and toddlers. The workshops/presentations done by Project Magnolia have been of considerable assistance in our training of service coordinators, particularly in orienting them to the family-centered approach
*Enabled us to talk with other people doing programming - share experience, frustration, new ideas
*Workshop on Teaming (interagency collaboration) was helpful to CCC participants. Workshop on Family Centered home visiting was helpful to CRS agency staff who attended - helps them provide better services
*Information concerning technical assistance available to states and difference in states' programs
*Opportunity for "dialogue" with other professionals with variety of experiences, ideas

Resources/Referrals:
*Project has an extensive network of service providers, information resources and experiences in dealing with young children, I have found information provided by [the project] to be accurate and useful
*Information on parent involvement particularly informative
*Helpful

On Site Visits/Personal Contact:
*Most helpful

Phone Consultations:
*So handy, immediate and helpful
*For follow-through on information gained from newsletter or workshops; brush up on information on best practices

State Advisory Committee:
*Interaction with other providers and University Project staff has enabled us to keep in touch and up to date with other services and programs across the state

3. Have the project staff provided assistance to you and/or your program? _____ How?

Yes_20_ No_5_ N/A_4_

How?

*Providing information on materials and with workshops
*Indirectly through the newsletter, video library, and presentations
*Through training
*Anticipate the benefit of the video library and future contact through workshops. Although our programs address slightly different populations, the overall purpose and service delivery is similar.
*We are trying to schedule a workshop in [our state]
*Have provided consultation about training possibilities to our early intervention local coordinating council
*Project staff has particularly been of assistance in the provision of training and information. They also have provided assistance and facilitation in helping the statewide service network better work together
*Primarily through the workshops
*Through the workshop
*By videotaping for us. Helping us get information out
*By phone, sent resources
*Very prompt responses to requests for material
*[The project] provides me with a network of information, including contacts around the country and up to date information on materials and practices in early intervention
*On site visit, phone contact
*Up dated information is most helpful
*Presented workshop on training need as identified by our group
*Assisted in site development and workshop training
*Our program has gone through Best Practices evaluation previously - project provided "follow through" and brush up over the phone - both intensity and duration of phone consultation was appreciated
*General information and through committee work
*On site visit, access to video library, and phone consultations
*Phone consultations

4. Have project materials (e.g. workshops and/or video resource handouts) been useful to you in your role as parent, service coordinator, administrator, etc.? _____ Please describe ways these materials have been used.

Yes_27_ No_1_ N/A_1_

Please describe ways these materials have been used:

*Videos were germane though production quality of tapes themselves were bad
*Videotapes have been shown to parent groups and used for staff inservice
*Have used information from Family Involvement training module for course (OT for infants and children

*Workshop material useful and applicable to our program
*As a parent, your videos on visually impaired children were excellent. We copied several to provide to the school systems
*Used materials in training for self, staff and parents
*For reference and handouts
*Just implementing home based visiting at our site and the video on the topic was especially useful
*We are using [project] workshop ideas and handouts in our training
*Best practices materials were extremely helpful in developing program
*Best practices useful
*I use [the project] to help me locate multiple types of information for my responsibilities as an administrator
*Intend to use videos and to make list available to other service providers
*We will be using these materials soon as we research for developing parent education materials for districts
*To train parent advisors (staff) who have various needs
*Videos have been used for teacher training activities in university course work
*Involved paraprofessionals with other program people at workshops which greatly encouraged them about the job they were doing - gave them an opportunity to contribute what they have learned and learn what others are doing
*[Workshop materials] have been useful to service coordinators as a learning tool during training sessions and as a resource/reference following training
*Service coordinators have used information from family centered home visiting workshop in daily contact with families
*Teachers that have participated in workshops have used information from Shake, Rattle & Roll presentation
*Shared [information from workshop] with staff
*Videos have been used in inservices for staff and parents
*For teaching purposes - Building our own lending library
*Used Best Practices with parents and in workshops
*Activity-based materials and videos used as inservice

5. Have Magnolia sponsored activities and/or materials enabled you/your staff to learn about current recommended practices in early intervention/early childhood special education? ____ Please describe.

Yes 24 No 4 N/A 3

Please describe:
Yes:
*Director's participation in committees allowed her access to new topics and to speakers up to date on information about specific topics. Looking forward to the rural conference
*Information on video is current-practical-easy to understand
*Particularly about inclusion. They have also reinforced our beliefs and our methods

of operation
*Information of home based services. Also recommended books that we purchased
*The Best Practices material we borrowed was helpful and through [the project] workshops I've actually learned more about programs within [my home state]
*Staff reported first portion of inservice was not beneficial due to their knowledge of material. The second session was great and they are using programming information in their work
*We have begun our statewide service coordination program, training provided regarding the family-centered approach has been particularly helpful in conveying the philosophy to service coordinators.
*Information on teaming, transdisciplinary, home visiting
*The workshop enabled participants to become more familiar with family dynamics and strategies for working with families. Staff is available on the telephone to answer questions relating to services and legislation relating to young children
*Information about Part H, etc.
*Specifically for me the home visit information
*Through the newsletter
*Best practices
*[The project] presented an excellent session at our state-wide E I conference and received high ratings from the participants
*Pre-school staff have kept in touch
*Magnolia has been very helpful in supplying us with useful articles and books (Best Practices) that have helped us in the development of our materials and training
*Hiring support mothers viewed on video as a new idea for our program
*By providing training in current topics
*The newsletter contains useful information. Videos have helped us stay in touch.

No:
*Reinforced what we're doing but did not actually learn new things [from videos and newsletter]
*Learned more and reinforced what we are doing, not new
*Staff unable to attend any of scheduled workshops, not from lack of interest in topics but because of time conflicts

6. Has participation in Magnolia sponsored activities enabled you/your staff to interact with staff from other programs? _____ If so, how has this been helpful?

Yes 16 No 12

If so, how as this been helpful?
*Develop relationships and networks that promote collaboration in own community
*Worked with programs with similar needs - allowed us to interact during workshops at conferences, etc.
*Personnel from different agencies were invited to workshop - this enable different agencies to communicate among themselves
*Support system from people met during training

*An awareness of other programs both in and out of state
*Interaction has provided networking opportunities helpful in future contacts as well as in ideas
*Through the workshop presentation, we interacted with staff from other programs.
*Building better and more collaborative relations with agencies / helped us see common interests between programs
*I have had contact with others involved in management roles. I have also talked with a number of service providers from out-of-state who are part of [the project's] network
*Staff has made contact, had visits from other programs, and visited other sites
*With our staff attendance at workshops
*Met another person who has been a great resource
*Networking is helpful
*Enhanced interagency collaboration

7. Has Magnolia provided you with information and/or resources that you have shared with staff within your program? _____ With other programs? _____ Please describe.

Yes 28

*Newsletter and videos
*Activity based programming
*Video tapes
*Best Practices, journal articles, newsletter
*With the county school system
*Video list, etc
*Committee efforts
*Among our 6 teachers. They have shared ideas and information
*Videos were viewed by many disciplines in our program
*Shared information on "home visiting: with early intervention staff in Atlanta
*Newsletter
*Teaching personnel at the University, with students, with parents of students with disabilities
*CAP program at large - return from one training and gave a sharing session with all 5 CAP centers
*Best Practices materials, workshop information;,newsletters, etc.
*Information has been shared directly with service coordinators and indirectly through service coordination contact with other agencies.
*Among ourselves
*Newsletter, videos
*Information has been used by us as we redesigned our service delivery system from intake to transition. Conference presentation attended by our staff
*Best Practices was very helpful
*Have recommended book Best Practices to program in Wyoming where I previously worked
*Materials from home visiting workshop have been shared in the office

*Infant Massage video share with PT and one parent

8. Can you give examples of opportunities Magnolia provided for you/your staff to interact with staff from other programs?

*Workshops, group activities
*Workshop, TEINCH
*Kentucky planning group, workshop
*Teaming activities during 2-day training
*At workshop
*At DEC Conference 1993
*Training activities are generally structured to provide small group interaction opportunities. This is particularly helpful in exchanging ideas and developing future helpful working relationships
*In the joint inservices or conferences sessions
*I make it a point to bring at least one member of the staff to Advisory Meetings. Staff interactions at National and in-state meeting.
*Increased awareness of what other programs provide in order of make appropriate referrals and give information to parents

9. Has the outreach assistance provided by Magnolia had an impact on the quality of services to children 21 and families 19 ? If so, can you give examples?

*Sharing resources
*New program incorporating ideas from the project
*Tapes on working with visually impaired children very helpful in home settings and school settings
*Two staff members from our agency who work with rural populations will attend the Nashville Conference - this should be helpful
*As an evaluation and comparative instrument it was extremely helpful
*It is nice to have a technical assistance network that covers several states where ideas can be passed on to benefit our families
*Since I work in a state level position, I am unable to give children/families specific examples that service coordinators/programs can give. In general, I think Magnolia has impacted the quality of services by stressing the family centered philosophy as well as the importance of interagency collaboration
*Indirectly, through sharing of training ideas
The videos on feeding were especially good for parents
*The family focused training was very helpful. Came back from training with a more formalized plan to implement
*Hopefully, "home visits" information has impacted the way in which our staff relate to parents
*Training for staff
*Use of videotapes teaches staff and parents who then put information into practice in care and training of children.
*Information used in day care providers training which impact the children's care

*Simply by reinforcing the level of services needed to made the difference
*Videos shared
*Utilizing Best Practices enhanced the quality of services to children and their families
*Accurate and resourceful information that was used in program design affecting all aspects of the program
*Encouraged paraprofessionals that they were providing services like other people with similar frustrations and some good successes
*By having better trained staff to try new ideas and pass that information on to parent. Tapes have validated what we are doing.
*Activity based information - restructured our program this summer, will implement this fall

10. Have you/your staff used The Best Practices: Evaluating Early Childhood Special Education Programs book as a program self-assessment tool? _____ If so, what did you find helpful about this process?

Yes 7 No 21

What did you find helpful about this process?

Yes:
*As an evaluation and comparative instrument it was extremely helpful
*Consolidated thing to look for as we developed our program
*I have recommended its use to others
*All of it
*We used this as a tool and guide more than an evaluation

No:
*Director did not want to use it
*We hope to this year
*Not yet, but plan to after training this year
*We serve an older population, but the concepts are applicable across programs
*N/A to services coordination
*We have suggested it, but have not yet seen the results
*Not at the present time
*We have our own SKI HI Homebased assessment tool

Please give us your suggestions regarding ways for Magnolia's outreach assistance to improve in these areas:

*** Enabling staff to interact with staff from other programs - 18 responses**
*Increase statewide training focus to provide more opportunities for programs from various parts of the state to interact. Though regional/local based training helps to strengthen local relationships, there is a lot to be said for programs being exposed to ideas/ways of doing things that may be somewhat different than in local/regional areas.

*Doing well with us. The 800 number is very helpful.
*During training divide [people from same areas] up - teams could share more-written input that can be shared with others
*Drive in and half-day conferences, discussions, and up dates helpful. My staff always appreciates this activity
*Roundtable discussions with professionals and parents with structure to avoid becoming "gripe sessions"
*During workshops, provide some small group activities for participants from a community to work together as a team, and other activities where participants are randomly grouped (or deliberately mixed)
*Continuing with newsletter as that let's me know what other people are doing so we can make contact if desired - also the group interaction format at workshops is good
*By providing funding/staff for release to journey to workshops/conferences
*[Project] could provide a community training (1 day) sponsored by a host agency. This would provide an opportunity for providers in a city or community to work together
*Conference is a big step in that direction
*Mini workshops - 1 day sessions
*Nice at workshops to be housed at program sites for opportunity to see programs or even just the physical setting. We often get ideas by how seeing how other set things up
*To video tape state-of-the-art programs and have them available through loan. We cannot travel throughout the country to see these programs
*Teleconferences
*Resource directory on specialties of other programs
*Collaborative meeting state wide; teleconferences; directory of staff
*Don't know unless you can hold workshops closer to us - Jackson is a long drive for a day long workshop
*Perhaps the newsletter

* **Providing assistance for using the Best Practices program assessment tool - 8 responses**
*[We] have discussed NAEYC's Best Practices vs Special Educations Best Practices - I think educating John Q Public about young children in general regarding basic developmental needs, parenting skills, and health practices are important. Colleges in our state are not consistent with curriculum for teachers. We all need to agree on a common goal to work toward instead of going so many different directions.
* I think program assessment is very important - however, being a part-time coordinator, I could not convince my director that time spent in program assessment would be very worthwhile. Perhaps a workshop addressing this area could be helpful.
*1-800 number is very comforting
*A training session on this could be used by a community event mentioned above
*Phone follow-up/access for advice or answering questions. Meeting or further workshops
*Come to [my county]
*Offer more information regarding this

* **Other - 11 respondents**

*Current resource lists on your lending library - maybe twice a year

*Available grants

*We appreciate the direct communications Vanderbilt - A small county can sometime feel isolated. It helps us keep in touch. We appreciate [the project staff]

*No specific recommendations. I do want to add, however, that [the project staff's] warmth and positive presentation of self and ideas are a real strength of the Magnolia Project. Their teaching and interaction styles are very effective

*The Magnolia Outreach Project staff have been extremely helpful in sharing their expertise with our program. The goals and objectives of the project are very worthwhile and beneficial.

*Ideas regarding or help in accessing technical equipment (computers for regional office) for our program (through Foundation Grants, etc). Ways to learn more bout programs in neighboring states.

*I'm working with a school system now and will be thinking of ways to utilize your program. It was most helpful last year and I believe can assist with the program I now work with.

*Search for parent groups to let them know about [the projects]

*Hands-on on best practices.

*Traveling staff

*More seminars where [the project staff] participate and present.

*Inclusion - e.g., daycare is so unstructured compared to highly structured programs, how do you make transition

MAGNOLIA CIRCLE OUTREACH PROJECT
EVALUATION

We're now 2 years into our 3-year outreach training project and would like to have your opinion of the services that you have received from the Magnolia Circle Outreach Project. Please complete this evaluation, front and back, and return it by **NOV. 24,** to: **Magnolia Circle Outreach Project, Box 328, Peabody College, Nashville, TN 37203.** Thanks!

* Name of my state_____
* Services provided/received are statewide_____, regional_____, or local_____.
* Serving primarily an urban_____ or a rural_____ population.

PLEASE USE THE FOLLOWING KEY IN COMPLETING THE EVALUATION FORM:

1 (Low), 2, 3, 4, 5 (High)
Useful -- Is this service worthwhile for your program?
Quality -- Is the service user-friendly, up-to-date, etc?
Not Used -- Have not used this service.
Comments -- Your space to make comments (attach an additional sheet if desired).

	USEFUL	QUALITY		COMMENTS
Best Practices Manual/Self-Assessment	1 2 3 4 5	1 2 3 4 5	Not used	
Technical Assistance Phone Calls	1 2 3 4 5	1 2 3 4 5	Not used	
Technical Assistance Visits	1 2 3 4 5	1 2 3 4 5	Not used	
Newsletter	1 2 3 4 5	1 2 3 4 5	Not used	
Working with Families Packet	1 2 3 4 5	1 2 3 4 5	Not used	
Videotape Library	1 2 3 4 5	1 2 3 4 5	Not used	
Magnolia-Sponsored Workshops	1 2 3 4 5	1 2 3 4 5	Not used	
Follow-up Activities/Materials	1 2 3 4 5	1 2 3 4 5	Not used	

General Information: Please provide us with the following information to help us determine our impact.

# of families served by your program _____
# of children served by your program _____

			COMMENTS
1) Do you feel the services provided by Magnolia have had an impact on the quality of services you provide to the children and families you serve?	YES	NO	
2) Do you feel the outreach assistance has resulted in indirect training of other staff (e.g., paraprofessionals, support staff, etc). Please specify.	YES	NO	

WHAT I LIKE MOST ABOUT MAGNOLIA'S SERVICES:

WHAT I LIKE LEAST ABOUT MAGNOLIA'S SERVICES:

SUGGESTIONS TO MAGNOLIA STAFF FOR THE FUTURE:

Optional: Name _____
Agency _____
Address _____

Magnolia Circle Outreach Project
Evaluation Data

Overall Evaluation Responses
from Evaluation Sent Out 10/15/93 (Newsletter #7)

28 Persons Responded:

3 from Alabama
0 from Arkansas
8 from Kentucky
3 from Louisiana
5 from Mississippi
9 from Tennessee

12 Respondents Used the Best Practices Self-Evaluation Book:

Ratings for usefulness and quality were based on a 5 point scale
with 1 = Low and 5 = High

USEFUL -- 50 total points -- AVERAGE 4.16
QUALITY -- 54 total points -- AVERAGE 4.5

Demographic Information:

22 persons responded to this question (79% of those who responded to the survey)

Total # of Families Served = 16,597
Total # of Children Served = 16,853

Magnolia Circle Outreach Project
28 Persons Responding to Evaluation in October 1993 Newsletter

Likert Scale 1 (Low) to 5 (High)

	USEFUL						QUALITY				
	1	2	3	4	5		1	2	3	4	5
Self-Assessment		7%	14%	57%	22%			7%	7%	43%	43%
Phone Calls				22%	78%					33%	67%
TA Visits				25%	75%					25%	75%
Newsletter	3%	3%	4%	35%	55%			7%	4%	32%	57%
Families Packet		12%		50%	38%			12.5%		12.5%	75%
Video Library	8%	8%	8%	30%	46%		8%	8%	23%	38%	23%
Workshops	6%			33%	61%		6%			35%	59%
Follow-up Activities		11%	11%	22%	56%		11%		11%	22%	56%

eval disk/overall

APPENDIX F

Rural Service Delivery Conference

Hidden Treasures Conference

Plans for Continuation of Southeast Regional Conference

DISSEMINATION DOCUMENTATION
RURAL CONFERENCE PROCEEDINGS

* All participants at Rural Service Delivery Conference plus the two parents who had to cancel
* Rural Conference Planning Committee Members from each of the six states
* Sue Forest, Rural Institute, Montana
* Lee Coleman, USDOE
* Betsy Ayankoya and Nancy Fire, NEC*TAS
* Dorothy Johnson, SKI*HI, Utah
* Sarah Rule, Utah
* Jan Valluzzi, Washington (state)
* Rick Van den Pol, Montana
* Mark Innocenti, Utah
* Helen Hammond, Idaho
* Gloria Anderson, Michigan
* Linda Smith, South Carolina

* According to State:

ALABAMA - Judy Belyeu-Early Intervention Coordinator; Connie Jenkins-SEAL Local Council Coordinator; Nancy McDaniel-Auburn; Diane Roberts-Part H; Bobbie Jo Trammel-CRS; Linda Forward-CRS; Beverly Hunter-Department of Education

ARKANSAS - Diana Cunningham-Ozarks Unlimited Coop; Mary Hendrick-University of Arkansas/Little Rock; Sandra Reifeiss-Department of Education; Jackie Barentine-Part H; Mary K. McKinney-HIPPY; Carol Greenwald-Arkansas State University; Mary Frances Edwards-NW AR Educational Coop.

KENTUCKY - Carolyn Wells-Garrard Co. Board of Education; Brenda Mullins-Project STEPS; Vicki Stayton-ICC Chair and Western Kentucky University; Marge Allen-Part H; Karen Brooks and Carol Chapman-Regional Training Center

LOUISIANA - Brenda Barron-Sharp-Early Intervention Program; Mary Jo Smith-Louisiana School for the Deaf

MISSISSIPPI - Debbie Snyder-Project RUN; Stella Fair-University of Southern Mississippi; Nancy Artigues-Dept. of Education

TENNESSEE - Susie McCamy-TIPS; Tracy Duncan-TIPS; Sarah Willis-Department of Education; Grayson Walker-University of Tennessee-Chattanooga; William Edington-DMH/MR; Barbara Ramsey-Family Resource Center; holly lu conant rees-Parents Encouraging Parents; Kim Bumbalough and Sandy Zuri-Foundations; Jane Brown-Laughlin Infant/Toddler; ; JoAnn Heiser-BLEND; Eva Horn-Vanderbilt University; Jo-Ann Hinkle-Special Kids; Fay Russell-UT Memphis Boling Center; Caren Wayburn-TREDS; Jan Barton-EI Monitor; Sandy Self-Early Intervention Service Coordinator

SOUTHEAST RURAL SERVICE DELIVERY CONFERENCE
SEPTEMBER 30 & OCTOBER 1, 1993

STATE: ALABAMA

Janesy Blankenhorn
Southwest Alabama Early Intervention
Council/Child Find
1050 Government Street
Mobile, AL 36604
205-432-7777

Ginger Horn
CDD Early Childhood Program
P. O. Box 2091
Decatur, AL 35602
205-355-7596

Kathy Jaekle
Special Education Action Comm. Inc.
2309 Mt.Vernon Road
Huntsville, AL 37810
205-852-9538/205-851-6301

STATE: LOUISIANA

Gloria Granger
Community Based Services
4240 Legion Street
Lake Charles, LA 70634
318-491-2040

STATE: KENTUCKY

Bridget Cohee
C.A.P. Child Development Center
1333 Slate Lick Road
Berea, KY 40403
606-986-1177

Angela M. Hawkins
KY Dept. of Education
2108 Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601
502-564-7056

Cindy Holmes
Seven County Services
3717 Taylorsville Rd, Suite 222
Louisville, KY 40220-1333
502-459-5292

Paulette Logsdon
Kentucky Special Parent Involvement
Network
13901 Bearcamp Road
Louisville, KY 40272
(home) 502-933-3938/(work) 800-525-7746

Teri Mehler
C.A.P. Child Development Center
1333 Slate Lick Road
Berea, KY 40403
606-986-1177

Bonnie Perchard
C.A.P. Child Development Center
1333 Slate Lick Road
Berea, KY 40403
606-986-1177

Jo Slageter
New Perceptions
1 Sperti Drive
Edgewood, KY 41017
606-344-9322

Fran Woodward
Seven County Services
3717 Taylorsville Rd., Suite 222
Louisville, KY 40220-1333
502-459-5292

STATE: MISSISSIPPI

Mary H. Moore
MS State Dept. of Health
Children's Medical Program
P. O. Box 1700
Jackson, MS 39059
601-987-3965

STATE: TENNESSEE

Elizabeth B. Anderson
Knox County Assoc. for Retarded Citizens
P. O. Box 2041
Knoxville, TN 37901
615-524-1311

Ann C. Balch
4321 Meadowland Drive
Murfreesboro, TN 37130
615-895-3795

Rene Bard
U. T. Martin/Infant Stimulation Program
Child and Family Resource Center
Martin, TN 38238
901-587-7113

Myrna H. Barker
Sequatchie County Schools
Box 488
Dunlap, TN 37327
615-949-3617

STATE: TENNESSEE (CONT'D)

Brenda Bledsoe
Center for Child Development
32 Garland Drive
Jackson, TN 38305
901-423-5670

Marsha Carr
Griffith Elementary-Project Child
102 Jones Drive
Box 818
Dunlap, TN 37327
615-949-2105

Bridget Douglas
Center for Child Development
32 Garland Drive
Jackson, TN 38305
901-668-9070

Melinda Foreman
ARC of Washington County
115 Beechnut Street, F-13
Johnson City, TN 37601
615-282-6101

Dr. Elizabeth Fugate
Educational Tutoring Center (ETC.)
P. O. Box 131
Tazewell, TN 37879
615-626-9533

Ruth Fugate
Rt. 4, Box 96
Tazewell, TN 37879
615-626-9867

Merril Harris
DeKalb County Schools
Rt. 1, Cathcart Road
Dowelltown, TN 37059
615-536-5287

Sarah Hunt
Child Development Center
732 N. Main Street
Shelbyville, TN 37160
615-684-8681

Debbie Kee
P. O. Box 684
Huntingdon, TN 38344
901-986-2123

Jo Lentz
Supporting Families
115 Beechnut Street F-13
Johnson City, TN 37601
615-282-1615

Georgina Mowl
Parent-to-Parent/Supporting Families
Rt. 8, Box 2460
Rogersville, TN 37857
615-272-5397

Susan B. O'Connor
Tennessee's Early Intervention System
TTU
P. O. Box 5074
Cookeville, TN 38505
615-372-6242

Norma Roark
Parent-to-Parent/Supporting Families
Rt. 1, Box 63
Trade, TN 37691
615-727-8520

Karrie Roberts
Hats Preschool
P. O. Box 1856
Gallatin, TN 37066
615-452-1054

Brenda Roth
Supporting Families
115 Beechnut F-13
Johnson City, TN 37601
615-282-1615

Carole Soucaze
DeKalb County Schools
Smithville Elementary
Smithville, TN 37166
615-597-4415

Christine Theofanopoulos
Hats Preschool
P. O. Box 1856
Gallatin, TN 37066
615-452-1054

Natalie Wade
Hats Preschool
P. O. Box 1856
Gallatin, TN 37066
615-452-1054

Ruth Wong
Dept. of Special Education
Box 328, Peabody of Vanderbilt
Nashville, TN 37203
615-322-8277

31 RESPONDENTS

EVALUATION

SOUTHEAST RURAL SERVICE DELIVERY CONFERENCE

We are very interested in your response to the conference. Your comments and suggestions are valued by our staff and will be useful for our future planning efforts.

Please circle the numeral that indicates your response to each question.

	Not at all		Somewhat		A lot
Did the conference address topics that are important to you?		2%	12%	27%	59%
Was the format acceptable (i.e. type and length of activities)?	2%	6%	6%	27%	59%
Did sharing ideas/networking with families and staff from other areas have a positive impact?		2%		10%	88%

As a result of participation in this conference I plan to:

(SEE ATTACHED)

Suggestions for future networking opportunities:

(SEE ATTACHED)

And furthermore:

(SEE ATTACHED)

Comments for Dr. Forest:

(SEE ATTACHED)

Thank you for your response.

Please offer any additional comments on the back of this form.

SOUTHEAST RURAL SERVICE DELIVERY CONFERENCE
EVALUATION - 31 RESPONDENTS

AS A RESULT OF PARTICIPATION IN THIS CONFERENCE I PLAN TO:

- Become more aware of the services available in our area
- Be more active in parent to parent network
- Consider some creative ideas
- Share learned information with service providers in my state
- Be more sensitive and supportive of rural programs in my state
- Use nominal group technique or modifications during m-teams and try to motivate other teachers in our school system to use it. Use information from suggestions by others, continue contacts/networking for support and stimulation. I got some great ideas for future action.
- Use the ideas in our PTI (Parent Training & Information) center and individual cases I work with. There were wonderful ideas as far as the presentation of the conference/workshop
- To check into grant writing; more interagency coordination
- Keep doing what I'm doing and not leave this profession to work at the Wal-Mart. The support with kindred spirits was invaluable
- Stay involved, stay informed - be more parent-oriented
- Look for alternative ideas in order to provide more services for people and families served
- Use round-robin system
- Explore alternative locations for providing services; work with parent-to-parent representative from Trade, TN to facilitate a group in my county
- Network with more agencies; using the outlined plan to solve problems and not just with writing IFSP's
- Explore various funding sources, policies, requirement, etc. Become more familiar with governing agencies for child related issues. Become more acquainted with PEOPLE who are involved
- Share the information with people I work with; try some ideas that I got from other participants
- Evaluate my current role and expand to reach the higher goals of the early intervention masses: funding, transportation, etc.
- Look more carefully at group processing
- Report back to the state and local councils about the ideas and solutions I discovered through this workshop
- Use strategies to improve services to rural families
- Increase my time devoted to advocacy for early intervention. Explore further ways to network parents in early intervention. Utilize the group techniques learned here in my role as a trainer.
- Pursue more information on funding those grants. Educate parents; connect parents to each other and reps! "You're consumers in this system, demand quality in services!"
- Check on grant information regarding a medical mobile unit in our area.
- Implement as much of the information as possible in my area.
- Use the nominal group technique more often; use some of the ideas presented by other service providers and parents.
- More actively look for funding for services, etc. for families, education for myself. A little bigger picture of early intervention.
- Organize more parent groups and invite executive director to our program

SUGGESTIONS FOR FUTURE NETWORKING OPPORTUNITIES:

- Center-based, activity based classroom.
- Annual Conference; I like the format where everyone talks in turn; 2 days at least; continue some group activities; have a parent speaker for one segment
- Promoting parent participating in program. Parent program.
- Have an annual meeting of this kind
- Yes! Let's! Maybe post-conference survey regarding future networking. Let's do this again - maybe annual meetings - follow-up, through newsletter on what's happening as a result of this conference state by state.
- More conferences and workshops
- Grant writing and available grants for Early Intervention and Preschool
- Do this again next year. Do this again next year. Do this again next year. Do this again next year. Please! Thank you!
- Have similar conferences and focus on one issue like transportation or funding - have everything geared toward that one topic and cover everything possible.
- Change in activities rather than the same set up for groups
- Fund writing
- I would like a participant list if possible. It is wonderful to meet people from other states.
- Have representative from more agencies - such as Tennessee Early Intervention System, Dept. of Education; more parents; public school teachers
- Newsletter involving agencies (Regional)
- Let's do this at least annually. Continue parent scholarships.
- Include legislators and managers. Thank you for sending notes for this conference: FANTASTIC! This is the way things change!
- This could be an annual event.
- More parents involved
- Time to explore problem issues that just come up in the work and daily lives of Early Interventionists's and/or parents. Next time does not have to be topic specific as it was this time but could use this same format
- Parent networking has been the most enlightening issue for me. I would like to see parents forming a coalition in each state with state representatives getting together to problem solve and advocate for the kids
- A list of names and addresses of conference participants circulated following the meeting
- Writing a description of the program; another conference next year would be valuable, don't know if my agency could afford to send me next year

AND FURTHERMORE:

- On Friday we stayed with the same group all morning. This was a little stress inducing for some because not everyone was participating equally - and others dominated issues - change groups every time if possible.
- Sue was a wonderful speaker and easy to listen to with great information. I would've like to hear more about specifics of what has worked in rural areas - funding, programming, transportation. Wide variety of people attending very helpful and from such a wide area.
- Thanks so much for the opportunity to network with rural service providers. This is a rarity.
- Parent expenses reimbursed is a big plus. Please try to continue and expand that.
- We need to send the products of this session to Hillary Clinton for input into health care reform
- Donna, Evelyn, and Donna C. such dynamic, considerate, intelligent coordinators. They really did an A-1 job of organizing and pulling off this conference. It should be annual - if not bi-annual!! What a wealth of talented, creative, inspired female educators! Thank you!
- Add a segment on communication skills in future workshops - How to approach and respond to others: person to person; person to Legislature; person to agency; agency to agency.
- I really did like the "smallness" in the number of participators. This made it easier to talk with other professionals
- It was a good idea to have parents here. I learned many things here and would like to meet with this group again. (Rural service providers and parents.)
- I learned to look at rural areas differently
- The size of the conference is just about right. There is more interaction with a group this size than with much larger groups. Good location.
- I sincerely hope this will be an annual event. This has been the best and most organized conference I have been to in 17 years of attending conferences.
- Enjoyed having a parent's point of view. Good job!!! to the planning of the conference. Good location.
- I like the small group size - suggest future similar-type training be limited to 50. I liked being in different sub-groups at different times. Thanks for name and address list of participants. We will continue networking!!! Did not like role play. Not enough time overall.
- State education/school district people need to be here to listen to concerns. They should give input. More direction needs to be given on specific rural attitudes and how to help work with those attitudes. The small groups worked well. We learned from each other. The facility was beautiful. Head Start and other 3 - 5 programs need to be included.
- More time to network.
- We needed a little more time for groups or at least warning of when we were half way through. We were so involved in discussion it was difficult to finish.
- How to write grants. Phone-tree calling other counties when a grant is available.
- More events focusing on rural concerns!
- I just recently moved to TN and started working at [my agency]. I feel that although I didn't have a lot of input I learned a lot about this area and the many differences between California and Tennessee. And also the different funding from area to area. Thank you!
- I already was familiar with Nominal Grout Technique and would not have come had I known it would be taught and used. I came to hear about programs that effectively serve rural families not brainstorming problems and possible solutions. The workshop was well done but was not in my opinion what it was advertised to be.

COMMENTS FOR DR. FOREST:

- You did a great job!
- Nominal Group Technique is great! Thanks for sharing it with us. It was a real pleasure meeting you.
- Really enjoyed your excitement and realization you brought with you for the concerns we face.
- One of the most dynamic conferences I've ever attended. The best! I'm going back with a renewed sense of mission.
- Please don't spend so much time on Nominal Group Technique. Thank you.
- You did a wonderful job!
- Thanks for the treats! Very effective conference.
- Thank you for sharing rural perspectives from another part of the country. It helped me keep mine!
- Excellent presentation, style, basic information -fast moving (no boredom). Good balance of activities. I liked getting the tools, skills & practice, liked your motivation techniques. Thanks for doing this here - Can we get you back?
- Thank you!
- Thank you so much. This was one of the best conferences I've been to in a long time. My husband who loves bears, deer and mountain lions wants to know if you need nurse practitioners.
- I enjoyed your presentation - hope to see you next year.
- In the groups we had so many issues to discuss but not enough time to talk about solutions. I met more people at this conference than any I have been to. The group activities were great.
- Well prepared and presented. You were excellent. Thanks!
- She's great, she interacted well with all groups. She was in tune to group discussions.
- It is wonderful to see so many caring professionals together brainstorming and generating ideas for future possible solutions. You had a wonderful way of bringing it all together.
- You're great! Thanks for your respectful attitude and sense of fun. Thanks also for the new ideas and not the same old stuff. Please come back!
- I like your style and methods of presentation, dedication to topics. Would like to attend a similar conference in your state.
- Excellent.
- You are an excellent speaker and this workshop was very beneficial to me. I would love to work up in Montana.
- She was wonderful to listen to. I usually get bored with "key note" speakers, but she was very captivating in all topics she discussed. The Montana treats were a plus also.
- Good "hands-on." Thank you!
- Marvelous! It's always a joy to hear such an intelligent woman with practical experience in so many different areas. Techniques and networking skills are something so useful to us all!
- I enjoyed meeting you and I feel that the Nominal Group Technique will be helpful in changing the way IFSP's are developed in my region.
- I'm a parent. I appreciated the value system you set for all participants. It was quite effective, however, some professionals didn't always honor the equal value. This happens all the time, but your efforts were helpful in seeing that everyone is equal. I enjoyed the conference. Thanks!
- Good info. & facilitation and much enjoyed learning and utilizing the group techniques.

COMMENTS FOR DR. FORREST (CONT'D):

- Nominal group technique all right for a while, but it got old. Networking opportunities limited by structure to some extent, last 1/2 hr. was very valuable. It's nice to meet a university person who is still tied to real life & children & families. Good for you! Wide variety of people attending very helpful and from such a wide area.
- Thank you! The Nominal Group Technique is great! And I will take the technique home with me to enhance the meetings we have. Your experience and knowledge is amazing and gave me so much hope for the future.

PLEASE OFFER ANY ADDITIONAL COMMENTS ON THE BACK OF THIS FORM:

- Thanks! Food and other accommodations were great too. It was nice not to have to go out for lunch.
- Great to have parents here - their contributions were extremely important.
- Thank You!
- Could we afford this better, with more parents, etc. if it was in a rural, retreat setting - cheaper and would require more networking because we'd be eating together/staying together, etc.
- Highlight programs/states that are making Part H and Part B work for children and families in rural areas. Talk to us at the KY Dept. of Education about support ($'s) for the next meeting or activities that will lead to the next meeting. Let's meet in Nashville again!
- This is the best training/conference I have been to! Truly interactive - yes we should continue to fund parents to come and see about funding our low-paid professionals and para-professionals, try to attract supervisors - but let's not get too big.

DISSEMINATION DOCUMENTATION
HIDDEN TREASURES PROCEEDINGS

* 40 PARTICIPANTS at Hidden Treasures Meeting

* Agnes Johnson, Texas

* Betsy Ayankoya, NEC*TAS

* John F. Kennedy Center, Nashville, TN

* Project COACH, Hattiesburg, MS

* Tennessee State Department of Education (Doris Mattraw, Early Chilhood Consultant)

* Persons in Tennessee:

  JoAnn Heiser-BLEND, Caren Wayburn-TREDS, Bruce Smith-Outlook Nashville, Eva Horn-Vanderbilt University, Dianne Mortimore-Tennessee Voices for Children, Cathy Henris-Department of Human Services/Day Care, holly lu conant rees-Parents Encouraging Parents, Diane Oman-Quinco Mental Health Center, Kyle Hauth-Michael Dunn Center, Toni-Prospect, Shawn Kurrelmeier-Siskin, Dale Baxter-Jackson CDC, Gayle Feltner-Duncanwood, Susie McCamy-TIPS, Ron Daly-UT Knoxville, Cathy Steger-State Deaf-Blind Consultant, Nancy Diehl-PTI/STEP, Keytha Jones-Community Rehabilitation Agencies, Sally Slayden-Berry-Family Literacy/Nashville READ, Francie Beard-Abintra Montessori, William Edington-DMH/MR, Janet Coscarelli-Tennessee Commission on Children and Youth, Linda McReynolds-Signal Centers, Dara Howe-Coalition for Tennesseeans with Disabilities, Carol Kirshner-Family Resource Center.

* Persons from Other States:

  ALABAMA -- Cheryl Matney-Parent; Linda Forward-DMH/MR; Bobbie Jo Trammel-CRS
  ARKANSAS -- Diana Cunningham-Ozarks Unlimited Resource Coop.; Mary Hendricks-University of Arkansas at Little Rock
  GEORGIA -- Kent Logan, Gwinnett Co. Schools
  KENTUCKY -- Elaine Leone-Eastern Kentucky University; Pauletta Feldman-VIPS; Karen Chapman-Regional Training Center; Germaine O'Connell-Cabinet for Human Resources/Part H; Laurel Walls-Day Care
  LOUISIANA -- Carol Torrey-Southeastern Louisiana University; Donna Embree-LA School for the Deaf(LSD); Mary Jo Smith(LSD)
  MISSISSIPPI -- Hope Bacon-Dept of Health-Part H; Jamie Stricklin-Dept. of Education
  OHIO -- Marilyn Espe-Sherwindt-Family Child Learning Center

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HIDDEN TREASURES: EXPANDING COMMUNITY CONNECTIONS
NASHVILLE, TENNESSEE
AGENDA

Thursday, September 22, 1994

9:30 - 10:00	Registration
10:00 - 10:15	Welcome and Introduction of Magnolia Circle Outreach Project Staff and Overview of Hidden Treasures Meeting -- Dr. Steve Warren, Donna DeStefano, Evelyn Hale, Donna Consacro Introduction of Agnes Johnson, Director of Special Kids in Houston
10:15 - 12:30	Morning Session -- Led by Agnes Johnson Participants will be asked to introduce themselves Presentation on Parent Training Centers in General and the Special Kids Parent Training Center in Houston -- Agnes Johnson
12:30 - 1:30	LUNCH (will be provided at the hotel)
1:30 - 3:30	Issues Breakout -- Facilitated by Agnes Johnson Identify and List Critical Issues in Expanding Community Connections to Meet the Needs of Families and Children with Disabilities In groups of 7-8 persons, clarify and discuss a chosen issue and identify strategies to address the issue (see handout)
3:30 - 4:45	Large Group Sharing of Issues Breakout -- Facilitated by Agnes Johnson
4:45 - 5:00	Wrap-up of Day 1 -- Magnolia Circle Outreach Project Staff
5:30 - 7:00	Networking Reception at the Holiday Inn

HIDDEN TREASURES: EXPANDING COMMUNITY CONNECTIONS

Friday, September 23, 1994

9:00 - 10:00	Review and Discussion of "Carry-over" from Yesterday -- Led by Agnes Johnson
10:00 - 11:00	Discussion and Exploration of Interconnectedness -- Led by Donna DeStefano (a) What do you view your role/your agency's role is as being part of a larger network -- e.g., the early childhood network? (b) What would you like for your role to be?
11:00 - 11:45	Discussion Re: Future Networking Opportunities -- Led by Evelyn Hale Brainstorm and List -- What "optimum opportunities" for networking with families and professionals do you know about?
11:45 - 12:00	Wrap-up and Evaluation Au Revoir

A PROCEEDINGS DOCUMENT

HIDDEN TREASURES:
EXPANDING COMMUNITY CONNECTIONS

On September 22 and 23, 1994, Magnolia Circle Outreach Project staff, with technical assistance services provided by **NEC*TAS** (the National Early Childhood Technical Assistance System), sponsored a meeting entitled **Hidden Treasures: Expanding Community Connections**. The keynote speaker and session leader was **Agnes Johnson of Special Kids Parent Training and Information Center in Houston, Texas**. In keeping with the overall objectives of the Magnolia Project, the purposes of the meeting were to:

* Highlight successful collaborative community resources, services, service delivery mechanisms

* Foster networking between and among families and professionals involved in services for young children with or at risk for developmental delays (birth to 5 years) and their families within the Southeastern United States

* Strengthen regional networks by linking resources and resource persons.

There was a total of 40 attendees at this meeting (two of whom shared "slots"): 2 from Alabama, 2 from Arkansas, 12 from Kentucky, and 24 from Tennessee. Ten persons are parents of children with disabilities, many of whom are providing services to children with disabilities and/or their families and professionals. Attendees were from the following groups/agencies: parent training and information centers, parent groups and parent networking programs, community early intervention and preschool programs, public school personnel, Head Start, Part H districts/regions, State Department of Education, and a statewide project on transition.

Magnolia staff believe that through opportunities to come together, meet each other, and share our knowledge about services and resources, we are better prepared to meet the needs of young children with disabilities and their families. Through these proceedings, we hope to share the thoughts and ideas expressed during this meeting of parents and professionals.

The development of these proceedings was supported by a grant from the United States Department of Education, Early Education Program for Children with Disabilities: the Magnolia Circle Outreach Project, a multistate outreach grant (HD023A10009-91: Steven F. Warren, Principal Investigator). However, the content does not necessarily reflect the position or policy of the U.S. Department of Education, and not official endorsement of these materials should be inferred.

EVALUATION DATA - 30 Respondents

HIDDEN TREASURES MEETING

MAGNOLIA CIRCLE OUTREACH PROJECT

September 22 & 23, 1994

We are very interested in your response to the meeting. Please circle the numeral that indicates your response to each question.

	Not at all		Somewhat		A lot
Did the meeting address topics that are important to you?		3%	13%	24%	60%
Was the format acceptable (i.e. type and length of activities)?			13%	34%	53%
Did sharing ideas/networking with participants have a positive impact?			3%	27%	70%

As a result of participation in this workshop I plan to:

See attached

Comments for Agnes:

See attached

Thank you for your response. Please offer any additional comments on the back of this form.

As a result of participation in this workshop I plan to:

* Find out where the PTI (Parent Training and Information) Center is in TN.
* Check out what is in the PEP (Parents Encouraging Parents) library.
* Investigate the possibilities for interstate relationships for service deliveries.
* Contact the other people for more ideas.
* Work more closely with the PEP program in my region.
* Use some ideas of networking.
* Still work on my ideas of a pre-school "school" site for our early intervention, pre-school public school, head start, day care - before and after school care etc. to share administrative costs and to provide interactive settings and related services for children.
* Take back and share this information with people and co-workers in my area. I will encourage others to use this information.
* Explore the idea of "Adopt a Legislator" (idea from KY) for our local parent contacts.
* Pursue interagency collaboration possibilities to share services.
* Network with other participants.
* Try to get this network meeting to continue. We need two full days for this meeting.
* Contact participants with valuable information for my program.
* Go back and talk at the state level about getting a regional conference going at this time.
* Pursue ideas for networking. Renew membership in national and regional organizations.
* Put lots of energy into keeping this happening.
* Continue networking with conference participants.
* Use conference information to train and encourage professionals and parents, collaboratively.
* Try to keep in contact with as many participants as possible and find ways to have a similar conference in my state of Arkansas.
* Go back to Alabama with all the great ideas and people I met and try and find the people who can help make the changes that are needed, especially, in the north. I want to attend more workshops and conferences.
* Keep in touch with a lot of the folks I met there and use some of the strategies that were discussed in the workshops.

Comments for Agnes:

* It was a real pleasure meeting you.
* I enjoyed your family stories and your overall presentation.
* Thanks
* Good job
* Thanks for sharing your time, your humor, and your empathy. You are a good listener and helped us assimilate our ideas. You are a remarkable mom and sister, aunt (and friend I'm sure) to those who need your care and love.
* Thanks for your wealth of information and for the successful pulling together of ideas and possibilities from so many parent/professionals. Also the warmth in sharing was well received!! Thanks for sparking the ideas and pulling everyone together to accomplish so much!

* I found your participation in this meeting very useful. Your personal family story and your approach to problem solving seems to be punctuated by calmness and reasonableness that I believe will stay with me as I endeavor to help families in my district. Thanks for the inspiration.
* Thank you for bringing the perspective of parents as you did so well.
* I enjoyed your presentation.
* Thanks! It was fantastic!
* Good job!
* Provide a different kind of activity to get to know each of the participants rather than just telling our names. Maybe a game. Share more parent books or resources that are used.
* Enjoyed your insight and comments. Your humorous (funny) interjections were nice and kept us from taking ourselves too seriously.
* Thanks!
* Thanks for sharing your ideas.
* Excellent speaker. I like your energy and enthusiasm. Thank you for being here, sharing your ideas, and facilitating the meeting.
* Come back!
* Thank you.
* I found this conference very helpful. Thank you for coming to Tennessee.
* Thanks. Please try to keep in touch!
* I truly enjoyed meeting you, spending last evening at dinner with you. I have learned so much from this conference. It made me realize the importance of networking with people from other states. I hope to see you again.
* Enjoyed her very much! She was very down to earth and spoke from the heart. Look forward to seeing her in Washington, D.C.

Additional comments:

* Meeting needs to be 1/2 day longer.
* Longer (format) would be OK.
* Was the format was acceptable? -- rated a (6), more than a lot.
* Have two full days.

HiddenTreasures/HIDTREAS.EVL
MAG#5 disk/HIDTREAS.EVL

TO: Merril Harris, Angela Hawkins, Jan Blankenhorn

FROM: Donna DeStefano

RE: Availability of Landers Plaza for a fall meeting

DATE: February 2, 1995

Hello and Happy New Year!!

I have been engaged in much "transition" activities over the past few months. As a result, I have not been able to check in to the availability of Landers Plaza for a possible fall meeting until now (with help from Donna Consacro when I could "steal" her away for a few minutes!).

Hugh Daniels at Landers Plaza said that the dates available as of today 2/2/95 are:

* September 28 and 29
* October 5 and 6
* October 26 and 27

I have enclosed some information that Mr. Daniels faxed to us regarding prices of the rooms, AV, and catering. I have also enclosed the expense tables from the last two meetings that we held through Magnolia Circle Outreach.

My position with the TREDS Project at this time will run until September. We have another grant in (for continuation of TREDS) and should hear some time before then. However, with this uncertainty in my position here, I will not be able to do much of the "leg-work" to pull a fall meeting together. Therefore, I am sending you all the information I have with this memo. It may be helpful to involve some of Tennessee's state agency people in the planning of this. One person who may be helpful is Doris Mattraw at the State Department of Education, Early Childhood Division, 615-741-2851.

It would be great to have the meeting continue, if not this fall, perhaps spring... I know that you are all very busy people, too, but I hope that one of you can take the lead in making this meeting a reality.

March 27, 1995

Hi Doris!
(Hi Donna, I'll send you cc)!

I think this will be easier than doing the phone thing. What I've been calling about is regarding the rural early childhood multi-state special ed meetings that Donna did the past two years out of Magnolia project (BIG bummer that they didn't get re-funded). Most of us who attended really wanted to do this again, but Donna said she wouldn't be able to carry it herself since she'd be in a new job, but she'd help however she could. So three of us volunteered to work toward having another meeting, and when Donna sent us information on past costs, locations, etc, & she also suggested that you might be a helpful person to contact.

So what I wanted to ask is could you be? And if so, how??

I wrote to Angela and Jan but haven't heard back yet from either of them. What I suggested for consideration was that we cut costs by not hiring someone to come in and facilitate this time. I think we could do a great job facilitating our own problem-solving sessions -- we've learned a lot from the last two meetings, and we have a lot of skills of our own to share, too. Maybe we could query all the folks who were there and ask what kind of program folks would like to do? If folks really prefer a "speaker", would they be able to pay higher registration? (Are the cutbacks gonna affect agencies, anyhow, to where maybe they won't have so much money to send folks off to learn?) If we run our own show, what kind of sessions would folks like to attend and/or facilitate? Would they want to continue the same format we've been doing?

I really think we could work it as a collective effort, see if maybe folks would volunteer to do different "limbs" (ie someone to reserve the space, someone to do registration, food, etc.)

Anyhow -- best time to get me on the phone at work 597-4415 or 597-6293 is 7:30-8 a.m. or 1-2 p.m. or at home 536-5287 in the afternoons and evenings if the weather is too rough for being in the garden.

Thanks. And I sure hope y'allsss spring is being very beautiful!

Excelsior!

Merril

BEST COPY AVAILABLE

APPENDIX G

General Dissemination -- Other Than Targeted States

Dissemination of Training Modules

Dissemination of Planning Guide for Regional Workshops

Magnolia Circle Outreach Project

Dissemination Documentation
Other than Targeted States

Dissemination Activity	Year 1 Nov. 1, 1991-Oct. 31, 1992	Year 2 Nov. 1, 1992-Oct. 31, 1993	Year 3 Nov. 1, 1993-Oct., 1994
Materials sent/given			
brochure	KS	CA, NC, NY, FL	GA
business card		NC	
Best Practices book loan	IN		GA, OH
newsletter	MN, KS	NC, FL	DC, GA, OH, MI
working with families	GA, VA		SC
General Resources	CO, MI, NC	CA, GA, NC, OR,SC	CT, CO, FL, GA, OR, MI, SC
To EEPCD Projects	MT, NC	MT, NC, ID, UT	WI

Additional dissemination through:

Nashville, TN area preschool newletter (1)*
JFK Center News - Regional (1, 3)*
Southeast Region SKI*HI/INSITE Coord. (1)*
KDES Outreach-Network News, Gallaudet (1,3)*
Region IV Headstart (1)*
NEC*TAS (1, 2, 3)*
Southeast Faculty Training Institute (2)*
Western Regional Faculty Training Institue (2)*
National Headstart Training & Technical Assistance Center (2)*
Part H & 619 Coordinators (Who Gave NEC*TAS Permission to release their names) in FL, MT, PA, WY, DC, MN, ND, UT (2, 3)*
CSPD Coordinators and NDN Facilitators in AL,AR, KY, LA, MS, TN (3)*

( )* indicates Grant Year

Magnolia Circle Outreach Project -- Dissemination of Training Modules
In Addition to Those Through Presentations
From 11/1/91 to 10/31/94

MODULE	DISSEMINATED TO
Activity-Based Programming	Cathy Burke, AL Lynn Casavant, AL Mary Frances Edwards, AR Northwest Cooperative, AR (20 copies) Barbara Schoen, CO Gloria Blankenship, KY Cindy Anderson, MI Judy Niemeyer, NC Aileen Kenneson, SC Jo-Ann Hinkle, TN Eva Horn, TN Fay Russell, TN Paul Yoder, TN Caren Wayburn, TN Sharon Wenz, TN George Jesien, WI
Augmentative Communication	Lynn Casavant, AL Northwest Cooperative, AR (5) Ozarks, AR (12) Brenda Williams, MS Greeneville, TN (5) JoAnn Heiser, TN Jo-Ann Hinkle, TN Eva Horn, TN Fay Russell, TN Caren Wayburn, TN Sharon Wenz, TN Sandy Zuri, TN George Jesien, WI
Organization of the Learning Environment	Barbara Schoen, CO Cindy Anderson, MI Judy Niemeyer, NC Eva Horn, TN Caren Wayburn, TN Sharon Wenz, TN

MODULE	DISSEMINATED TO
Social Skills	Northwest Cooperative, AR Barbara Schoen, CO Cindy Anderson, MI Judy Neimeyer, NC Jo-Ann Hinkle, TN Eva Horn, TN Kathy Lindlau, TN Fay Russell, TN Sherri Trent, TN Caren Wayburn, TN Sharon Wenz, TN George Jesien, WI
Support Services	Northwest Cooperative, AR (5) Debbie Hobbs, CO Barbara Schoen, CO Gloria Blankenship, KY Janet Caldwell, KY Gloria Anderson, MI Aileen Kenneson, SC JoAnn Heiser, TN Jo-Ann Hinkle, TN Eva Horn, TN Kathy Lindlau, TN Fay Russell, TN Caren Wayburn, TN Sharon Wenz, TN George Jesien, WI
Family Involvement	Lynn Casavant, AL Connie Jenkins, AL Bobbie Jo Trammel, AL Northwest Cooperative, AR (5) Debbie Hobbs, CO Barbara Schoen, CO Gloria Blankenship, KY Sandy Mardis, KY Emma Nehring, KY Lelana Tierney, KY Cindy Anderson, MI Gloria Anderson, MI Anita Brown, MI Judy Niemeyer, NC Aileen Kenneson, SC JoAnn Heiser, TN Jo-Ann Hinkle, TN Eva Horn, TN Kathy Lindlau, TN Fay Russell, TN Caren Wayburn, TN Sharon Wenz, TN George Jesien, WI

** ( ) indicates number of copies that were disseminated

DISSEMINATION DOCUMENTATION

PLANNING GUIDE FOR REGIONAL WORKSHOP ORGANIZERS

(1) Disseminated to participants at Hidden Treasures Meeting, 9/94:

2 persons from Alabama
2 persons from Arkansas
12 persons from Kentucky
24 from Tennessee
* Agnes Johnson, Texas
* Betsy Ayankoya, NEC*TAS

(2) Carol Greenwald, Arkansas

(3) Gloria Anderson, Michigan

(4) Sharon Gage, Illinois

plngde/eval